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THE MINISTER OF EDUCATION

ONTARIO
DEPARTMENT OF EDUCATION

ENGLISH

THE FOUR AND FIVE-YEAR PROGRAMMES
ALL BRANCHES, GRADE 9

New Courses of Study Replacing Curriculum I:1, 1959 for Grade 9

THE FIVE-YEAR PROGRAMME
ALL BRANCHES GRADE 10

New Courses of Study Replacing Curriculum I:1, 1959 for Grade 10

THE FOUR-YEAR PROGRAMME
ALL BRANCHES GRADE 10

THE TWO-YEAR PROGRAMME

These courses are experimental in that they will be subject to review.

Suggestions for their improvement will be welcomed.

ENGLISH

TABLE OF CONTENTS

Introduction 1

LITERATURE, GRADE 9

Suggestions to Teachers 3

Courses of Study and Suggested Texts

Five-Year Programme, All Branches, Grade 9 8

Four-Year Programme, Arts and Science, Grade 9 10

Four-Year Programme, Business and Commerce, Grade 9 12

Four-Year Programme, Science, Technology and Trades, Grade 9 15

COMPOSITION AND LANGUAGE STUDY, GRADE 9

Suggestions to Teachers 18

Courses of Study and Suggested Texts

Five-Year Programme, All Branches, Grade 9 24

Four-Year Programme, Arts and Science, Grade 9 32

Four-Year Programme, Business and Commerce, Grade 9 33

Four-Year Programme, Science, Technology and Trades, Grade 9 34

FIVE-YEAR PROGRAMME, ALL BRANCHES, GRADE 10

Suggestions to Teachers 41

Courses of Study and Suggested Texts

Literature, Grade 10 43

Composition and Language Study, Grade 10 45

FOUR-YEAR PROGRAMME, ARTS AND SCIENCE BRANCH, GRADE 10

Suggestions to Teachers 53

Courses of Study and Suggested Texts

Literature, Grade 10 57

Composition and Language Study, Grade 10 59

FOUR-YEAR PROGRAMME, BUSINESS AND COMMERCE BRANCH, GRADE 10

Suggestions to Teachers 61

Courses of Study and Suggested Texts

Literature, Grade 10 64

Composition and Language Study, Grade 10 67

FOUR-YEAR PROGRAMME, SCIENCE, TECHNOLOGY AND TRADES BRANCH, GRADES 10, 11 AND 12

Suggestions to Teachers 68

Courses of Study and Suggested Texts

Literature, Grade 10 73

Composition and Language Study, Grade 10 77

Magazine List for the Science, Technology and Trades Branch 83

TWO-YEAR PROGRAMME, GRADES 9 AND 10 84

Suggestions to Teachers 85

Literature, Grade 9 89

Literature, Grade 10 91

Suggestions to Teachers 93

Composition and Language Study, Grade 9 96

Composition and Language Study, Grade 10 98

TWO NOTES RE. DIVERSIFIED OCCUPATIONS, HOME ECONOMICS AND ART 98

List of Publishers 99

ENGLISH

LITERATURE

ENGLISH

FOUR- AND FIVE-YEAR PROGRAMMES

ALL BRANCHES

Introduction

The teacher in any Branch of the programme is faced with the important task of leading his pupils to an appreciation of English literature through understanding and enjoyment. Foundations for a lasting love of literature are laid in junior grades by the teacher of insight, imagination, and deep love of reading. The pattern of the curriculum continues to allow the teacher wide choice of reading to suit his own interests and scholarship, and the pupils' interests and abilities. It lays greater stress than before on the encouragement of independent reading by the pupils through outside reading of a part of the prose selection and extensive study of this reading in class. An intensive study of the core parts of the course and extensive study of others may thus be combined to provide a course which is interesting and profitable to both teacher and pupils. The supplementary reading programme will provide for wide reading with guidance from the teacher to ensure that pupils include some of the masters of language in their choice of reading.

Although the subject of English naturally divides into a study of English literature and composition, the close relationship between the two phases must be stressed through integration and synthesis. Adequate emphasis should be given to all phases of the English programme including reading, oral reading, and speech. Reading enlarges the vocabulary and gives familiarity with good English usage.

The patterns of phrases, of clauses, and even of sentences become fixed in the mind and, almost without the reader's knowing it, serve as models for speech and writing. In a similar way the effort to make listeners or readers understand exactly what is in the mind deepens the attention one pays to the exact meaning of what is heard or read. The reading aloud of a passage is at once a test of understanding and an exercise in clear correct speech. In an age when young people are subject to the influence of mass media in communication, consistent emphasis by all teachers on the development of good speech habits in the class-room and auditorium is of utmost importance.

ENGLISH LITERATURE, GRADE 9

Suggestions to the Teacher

The lists of texts beginning on page 8 are not meant to be exhaustive. Teachers should choose books which will be interesting to the pupils in their classes and will challenge their abilities. Conferences with teachers of Grade 8 are recommended in order to provide continuity between grades, and to avoid undesirable repetition.

As mentioned in the preamble, one of the novels will receive extensive treatment, i.e., pupils will read most of the book independently at home, after the usual introduction and study of the first few chapters in class. Pupils will be given a sufficient period of time to complete their reading, and the teacher will then use the number of periods allotted for the remainder of this work, probably 5-10 periods, for a discussion of the highlights of the novel - e.g., interesting elements of plot, suspense, characterization, dialogue, language, comparisons with the novel which has been studied intensively.

In the teaching of drama every effort should be made to make the play "come alive" for the pupils. Dramatization of scenes, or parts of scenes, assists pupils to visualize the scene and the characters as living people and to understand the situation and conflict. Dramatic reading of a scene by the teacher, or by the teacher and good readers in the class, and the use of good recordings combine to make the study of drama a vital experience for the pupils. Pictures of the Elizabethan theatre and the discussion of the conditions of performance

form necessary background for a full understanding of these plays. Similar background studies will enhance the appreciation of modern plays. In Grades 9 and 10 the most satisfactory approach with the average class is a study of the play by acts. Study must not be allowed to deteriorate into mere emphasis on textual detail. "The play's the thing" and therefore attention must be given to setting and costume, the actor's expression, tone, and gesture, timing of speeches, and other dramatic effects which bring the play to life and which make the pupils see and hear and feel. Chapter 12 of "The Sense of Wonder" by Diltz contains much worth-while observation on these concepts in the teaching of drama.

The successful teaching of literature makes exceptional demands upon the teacher's perception, resourcefulness, and power to bring pupils to a vital realization of the experience of the writer. Questioning must be prepared carefully in order to lead pupils to an exact comprehension of the writer's ideas and to a personal response to the emotional and imaginative elements of his work. Accordingly, the study of biographical facts about a poet, literary "form", or figures of speech should not be overstressed. Such study is valid only when it promotes fuller understanding and appreciation of good writing.

In all teaching pupils must be encouraged to set high levels of achievement for themselves in the spoken and written use of English. The full powers of the pupils may be challenged, by the demand that they think out some exact idea, express some though precisely, attempt something especially difficult which will stimulate abler minds to make the best contribution to the lesson. Otherwise, the lesson will

deteriorate into a dull procedure which leads to lower rather than progressively higher standards of achievement and lessens the pupils' respect for the study of English.

Attention to notebook work is another factor in the building of good work habits. Notebooks should be checked frequently, and good standards of neatness, organization, and content of answers demanded. Spot-checking of answers is a speedy and efficient method of discovering pupils' strengths and weaknesses which require individual or group emphasis.

Pupils should never be asked to memorize selections without previous study in class with emphasis on the understanding and appreciation of these selections. A minimum of 150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentation, and if the teacher wishes, some passages may be chosen by the pupils themselves.

An examination in English literature should test knowledge, judgment or interpretation, and appreciation. In Grades 9 and 10 greater emphasis will be on knowledge, but questions involving judgment and appreciation will be included in a well-balanced paper. Provision should be made for the inclusion of questions which require some development and allow the better pupils to show their ability. Teachers are advised to assess carefully the length of time required to enable pupils to answer all questions on a paper with sufficient thought and care in expression. A few carefully selected questions will test a pupil's knowledge and abilities far better than the paper which asks far more than pupils can handle

satisfactorily within the required time limit. The marking scheme should be carefully prepared (for the use of all teachers concerned) by the teacher who sets the paper, a discussion held with other teachers of the grade, and marks for each question typed on the question papers for the pupils' guidance. The policy of setting single papers in literature has, in general, led to higher standards of achievement by the pupils, and to the composition of better balanced papers by the teacher than is possible in short, composite papers.

Supplementary Reading

Pupils should be encouraged to include in their independent reading programmes a combination of good classics and more modern titles. While some free choice should be given, pupils require guidance each year to ensure the inclusion of books which should form a part of the reading experience of all pupils before graduation from secondary schools.

Department heads should make the number to be assigned as outside reading for the year a matter of judgment, after consultation with the supplementary reading requirements of other departments in the school. Emphasis should be given to the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the class-room, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities and interests will allow. Not more than three of the minimum required number of books should be chosen from any one class, e.g., fiction, biography, science.

The testing of supplementary reading by means of a long written

report, or other routine method, should be discouraged since this practice defeats the aim of the good supplementary reading programme--the encouragement of wide reading which the pupil will enjoy throughout life. Oral book discussions, and short oral recommendations by pupils of books which they have enjoyed, are very effective in encouraging wider reading.

When written reports are considered necessary, they should be short personal criticisms and not mere summaries. The book review, demanding some discrimination and judgment, should be taught each year, and one assignment made in correlation with the composition and literature programme. Good book reviews in current magazines and newspapers form excellent background for discussion of both reading and writing.

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME, ALL BRANCHES

English Literature, Grade 9

Study of:

A book of classical myths, such as

Swayze, Magic of Myth and Legend. Ryerson.

Cruse, A Book of Myths. Clarke Irwin.

Kingsley, Greek Heroes. Various publishers.

Classical Mythology in Song and Story. Copp Clark.

NOTE: If a book of myths has been included in the literature of Grade 8, a book of short stories may be used in Grade 9 in place of myths.

One of Shakespeare's plays (or a collection of scenes from Shakespeare's plays) or a collection of modern one-act plays, such as

McMaster, A Book of Good Plays. Copp Clark.

Junior One-Act Plays of Today. Clarke Irwin.

Eight Modern Plays (and other collections). Nelson.

Davies, Shakespeare for Young Players. Ryerson.

Langford, Shakespearian Festival. Longmans.

One of Shakespeare's comedies, such as Twelfth Night, A Midsummer Night's Dream.

Two novels, or one novel and another prose selection, such as

Bennett, Master Skylark.

Trease, Cue for Treason.

Sutcliff, Eagle of the Ninth.

Dickens, Oliver Twist.

Faulkner, Moonfleet.

* Kipling, Captains Courageous.

Monsarrat, The Cruel Sea. School edition.

* Twain, Life on the Mississippi.

* Stevenson, Kidnapped.

Doyle, Sir Nigel.

Buchan, Thirty-Nine Steps.

Doyle, The Hound of the Baskervilles.

Buchan, Prester John.

Haggard, King Solomon's Mines.

A collection of short stories, if desired, in place of a novel.

NOTE: Editions starred, and others, are available in paper-back editions.

(d) A collection of poetry (with emphasis on narrative although the study of lyrics should also be included), such as

Diltz, Word Magic. McClelland and Stewart.

Langford, Realms of Gold. Longmans.

Humble, Lyric and Longer Poems (Book 1 and 2). Macmillan.

Swayze, Magic Casements. Ryerson.

Kingston, Poems for Pleasant Study. Dent.

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in Arts and Science, the following course is recommended:

A study of:

(a) A collection of short stories or a book of myths, such as

Langford, A Book of Better Stories. Longmans.

Willis and McGillivray, Invitation to Short Stories. Macmillan.

Bell, Understanding and Enjoyment (Book I). Oxford.

Swayze, Magic of Myth and Legend. Ryerson

Cruse, A Book of Myths. Clarke Irwin

Albion-Meek, The Great Adventurer. Macmillan.

(b) Modern one-act plays or Scenes from Shakespeare's plays or one of Shakespeare's comedies, such as

Junior One-Act Plays of Today. Clarke Irwin.

Eight Modern Plays (and other collections). Nelson.

Langford, Shakespearian Festival. Longmans.

Davies, Shakespeare for Young Players. Ryerson.

Shakespeare, Twelfth Night.

(c) A collection of poetry (with emphasis on the narrative although the study of lyric should also be included), such as

Gill and Newell, Invitation to Poetry. Macmillan.

Diltz, Word Magic. McClelland & Stewart.

Langford, Realms of Gold. Longmans.

Humble, Lyric and Longer Poems (Book I and II). Macmillan.

(d) A novel, such as

Bennett, Master Skylark.

Trease, Cue for Treason.

Trease, The Baron's Hostage.

Kipling, Captains Courageous.

Faulkner, Moonfleet.

Sutcliff, Eagle of the Ninth.

Other suggestions from those listed under the Business and Commerce Branch.

NOTE: 1. The teacher is advised to study "Suggestions to the Teacher" included on pages 3-7.

2. Work in developmental or remedial reading should be included, and should be correlated with the regular reading programme. See pages 14 and 17.

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in Business and Commerce the following course is recommended.

The course of study in English literature will include modern one-act plays, a collection of poetry, two novels, or a novel and a collection of short stories. (See Pages 10-11). Mythology may be added if desired. Such books as "The Great Adventurer" by Albion Meek, or "The Heroes" by Kingsley have proved successful. Texts for the study of English literature should be chosen carefully according to a well-planned sequence for the four years, and the interests, abilities and reading level of the pupils. The study of two novels, or prose fiction, is recommended, one of these to receive more extensive treatment than the other, in order to encourage pupils to read more widely, to enjoy reading, and make comparisons. Since pupils in Grade 9 enjoy short stories, in order to capture their interest at the outset, it is suggested that the reading and study of short stories be introduced at the beginning of the fall term.

A suggested list of novels, and other prose works, follows for the guidance of the teacher:

Trease, Cue for Treason.

Bennett, Master Skylark.

Dickens, Oliver Twist.

Kipling, Captains Courageous. Bantam.

Tarkington, The Magnificent Ambersons. Avon.

Tarkington, Seventeen. Bantam.

Landon, Anna and the King of Siam. Pocketbook.

Burgess, The Small Woman (Inn of the Sixth Happiness). Biography.

Benson, Meet Me in St. Louis. Bantam.

Twain, Life on the Mississippi. Bantam.

Monsarrat, The Cruel Sea. School Edition.

Hayes, The Buckskin Colonist.

Twain, Huckleberry Finn.

Roberts, Neighbours Unknown.

London, The Call of the Wild. Pocketbook.

Doyle, Sir Nigel.

Doyle, Sign of the Four.

London, The Sea Wolf. Bantam.

Stevenson, Kidnapped. Dell.

NOTE: 1. Since many of the novels are available in paper-bound books at 35¢ and 50¢, pupils may be asked to buy a second novel, unless an additional set is provided by the school. Paper-back editions have been listed for some of the books.

Lists of available paper-back editions may be procured from companies including the following:

(a) Longmans of Canada, Paperback Division, 20 Cranfield Road, Toronto 16.

(b) S. J. Reginald Saunders & Co. Ltd., 266 King Street West, (Scribners) Toronto 2B.

(c) Thomas Allen Ltd., 266 King Street West, Toronto 2B.

(d) McClelland and Stewart, 25 Hollinger Road, Toronto 16.

(e) Musson Book Co. Ltd., 103-107 Vanderhoof Avenue, Toronto 17.

(f) Avalon Books (Ryerson Press).

(g) Bantam Books (25 West 45th Street, New York 36, N. Y.).

(h) Dell Books (Dell Publishing Company Ltd., 750 Third Avenue, New York 17, N. Y.).

(i) Mentor Books (New America Library of World Literature, 501 Madison Avenue, New York 22, N. Y.).

(j) Pocketbooks (Pocketbooks of Canada, 90 Bates Road, Outremont, Quebec).

2. Texts and materials for the reading programme:

(a) S.R.A. Reading Laboratory. Nelson.

(b) Reading for Meaning. Longmans.

Work books for Grades 7, 8, 9 level useful. Exercises directed to improving basic skills, vocabulary building, comprehension of central thought, reading for details.

(c) Better Reading. Book Society.

A comprehensive book containing exercises in the application of basic skills in reading for (i) main thought (ii) skimming (iii) remembering details (iv) a certain purpose.

(d) Basic Reading Skills - for High School. Gage.

3. Teacher reference:

(a) Bamman, Hogan and Greene, Reading Instruction in the Secondary Schools. Longmans (see appendix A and B for comprehensive reference lists).

(b) Russell and Karp, Reading Aids Through the Grades. Bureau of Publication, Teacher's College, Columbia University).

(c) Harris, How to Increase Reading Ability. Longmans.

(d) Kottmeyer, Teacher's Guide for Remedial Reading. Longmans.

4. The dramatic approach to the study of the play should be continued. See suggestions made on preceding pages 3-4 of these outlines; Chapter 10 entitled, "Reading in English" in Reading Instruction in Secondary Schools (Longmans); suggestions in the re-issue and revision of Poetic Pilgrimage and Pierian Spring, Diltz, combined under a new title (available June, 1962 Clarke Irwin) Patterns of Surmise.

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in the Science, Technology and Trades Branch, the following course is recommended. A careful choice of literature texts to suit the interests of boys taking technical courses is of prime importance in this Branch.

A study of:

(a) A collection of short stories, or stories, excerpts, and articles, such as

Willis and McGillivray, Invitation to Short Stories. Macmillan.

Scotland, A Mirror of the Times (Book I or II). Ryerson.

Parker, Adventures and Escapes. Longmans.

Roberts, Creatures of the Wild. Longmans.

Doyle, Tales of Brigadier Gerard. Longmans.

(b) A collection of poetry, such as

Rose and Jones, Lines of Action. Macmillan.

Gill and Newell, Invitation to Poetry. Macmillan.

Humble, Lyric and Longer Poems. Macmillan.

(c) Modern one-act plays, such as

Bayliss, Junior One-Act Plays of Today. Clarke Irwin.

Bayliss, Plays of Adventure.

(d) A novel, or novels, such as

Twain, Huckleberry Finn.

Doyle, Sign of the Four.

Trease, Cue for Treason.

Kipling, Captains Courageous.

Sutcliff, The Eagle of the Ninth.

London, The Call of the Wild.

Welch, Knight Crusader.

Brickhill, Reach for the Sky.

Orczy, The Scarlet Pimpernel.

Roberts, Neighbours Unknown.

Hayes, Buckskin Colonist.

Mason, The Four Feathers.

NOTE: 1. The novel chosen for study should be one which rouses the interest of the boys by its action, suspense, and excitement. It should, however, be a book which merits a closer examination than mere cursory reading. Pupils will learn to enjoy a book for more than just the good story if they are given time and encouragement.

2. Extensive reading and study of a second novel, or other prose book, is recommended if time permits. Otherwise, extensive reading should be encouraged through the supplementary reading programme and written assignments which give pupils practice in learning to read and interpret questions, and in composing correct, appropriate answers.

   The last few books suggested in the above list may be used for extensive reading and study. Other suggestions will be found in the Business and Commerce Course. The Great Adventurer Macmillan (the story of Ulysses which reads like an adventure novel) may also be used, or Tales of the Greek Heroes.

3. The poems chosen should, for the most part, be of the narrative variety, but some lyric poems carefully chosen may be included. Poems expressing a single dominant mood with immediate impact on the reader are likely to be successful with pupils of this grade.

   Interesting poems, other than those appearing in any one text, should be drawn from the teacher's own collection, to supplement the text.

4. An additional set of prose books should be added to the English library as soon as possible so that the teacher has plenty of interesting reading available for the classes.

5. Regular, well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to the development of the pupil's ability to express himself clearly.

6. At least one of the non-fiction books, or magazines, read as part of the supplementary reading programme should deal with a subject related in some way to the shop subjects on the curriculum.

7. In deciding upon the core programme in English literature, teachers should give careful thought to the number of periods available for each phase of the work and the number of selections from texts should be chosen accordingly. Both the hurried and laboured treatment should be avoided.

Reading

A course in remedial and developmental reading is recommended since improvement of reading comprehension is of prime importance in the achievement of objectives outlined for the English programme in this Branch.

Skill-building material used in a concentrated block of time at the beginning of the first term (e.g., 3 periods a week for the first month) is helpful to pupils since it enables them to see their own weaknesses and encourages them by revealing progress. After the first month, the time allotted to this work may be cut to 2 periods, or 1 period, and used at intervals throughout the year in order to maintain the advances made in September.

Other useful materials for this programme include the controlled reader, the tachistoscope, the SRA Reading Laboratory, and books, such as

Design for Good Reading. Longmans.

Reading for Meaning. Longmans.

Basic Reading Skills (Junior). Gage.

ENGLISH COMPOSITION

AND

LANGUAGE STUDY

ENGLISH COMPOSITION AND LANGUAGE STUDY, GRADE 9

Suggestions to the Teacher

This course of study continues the policy of setting up a course which provides for adequate integration of writing, grammar and vocabulary study, and which places the stress on the text-book as a tool to be used wisely by the teacher. It will be subject to some modification depending on the ability of the class. The order of the work may be varied to suit the needs of the pupils or the decision of the department head. Beginning teachers, however, will be well-advised to follow the general plan laid down for each term. Reference pages will be provided to assist teachers to use existing texts, until others are available for the teaching of the various phases of the course. At this stage in the pupil's development, the basic aim of composition is to train the pupil to think clearly and logically and to express himself clearly, correctly, and effectively. Everything that the pupil experiences provides material for thinking, and the teacher should add to the supply of raw materials. He will help the pupil to respond to the pictures which have been created in his mind through sense impressions, to reflect on ideas, and to organize his thoughts in a logical manner. In narrative and descriptive writing the teacher can stimulate and direct the imagination. In the study of exposition or argument, he can train pupils in clear thinking and logical reasoning. The choice of topics should receive careful thought since pupils cannot be expected to write or speak on topics which are not within the range of their experience,

or in which they are not interested. Topics may sometimes be suggested by the pupils.

The importance of basing the study of composition on the reading of models cannot be overemphasized. These should be chosen from a variety of sources: the literature texts; composition texts and reference books; good writing in newspapers, magazines, and other modern writing; pupils' compositions.

Three periods of a six-period allotment for English are recommended for English composition, grammar and word study. The allotment of the three periods to the varied phases of the course in English composition and grammar should be flexible, however, since a teacher will often wish to spend three consecutive periods on writing during one week, followed by a discussion of merits and weaknesses, practice in sentence improvement, and study of further models. Much of the imaginative writing in Grade 9 should be done in the classroom while the teacher moves about the room, encouraging and giving constructive criticism. Although the elimination of common errors and carelessness must be stressed with the weak or careless pupil, a word of praise will inspire him far more than carping criticism.

Although the marking of English tests, paragraphs, and compositions is onerous, only by writing and study of merits and weaknesses can the pupil improve his writing skills. Therefore, at least once a month some piece of writing should be marked by the teacher, and other writing in composition, or grammar, and literature should be written and discussed in class every week. The teacher who has too many pupils in English to make the ideal marking programme possible will give added

emphasis to the use of other techniques for the appraisal and improvement of writing: critical study of good writing with attention to organization of material, effective sentence structure, diction, and devices which add interest and vigour; a critical study of mimeographed samples from pupils' paragraphs, essays, and literature answers, with attention to both merits and weaknesses; assistance during class periods while pupils are engaged in writing, etc. The study of correct expression in short essay-type answers in literature is also an invaluable aid in guiding the pupil towards greater facility in language.

The teacher is cautioned not to frustrate himself and his pupils by attempting to correct every error in a piece of written work. He should encourage pupils to eradicate serious errors first, and should deal with finer points of language and structure in the work of more gifted pupils. Suggestions for the evaluation and grading of the written compositions of Grade 9 and 10 pupils are contained in a separate pamphlet entitled Evaluation of Grade 9 and 10 Composition.

In Grade 9 the grammar of Grade 8 should be reviewed, when necessary, through analysis and synthesis, with pupils who require remedial work. Pupils should understand that a study of grammatical structure promotes clarity and accuracy of expression, but abler pupils should not be bored by a repetition of work they know. Instead, they should be given other more challenging reading, writing, or vocabulary assignments.

If diagnostic tests are used in September to investigate problems in the pupils' grammatical ability and background, the tests should not be administered until the pupils have had time to settle down, adjust

to a new grade in high school, and recall, after a long summer holiday, some of their previous work. These tests will not be reliable, and will discourage pupils, if given too early.

From the work of Grade 8, pupils should have an understanding of the following principles of grammar and writing:

(a) Parts of speech: the function of the noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

(b) The kinds of nouns: common, proper, collective, concrete, abstract; the force to be gained by the use of concrete nouns.

(c) The use of words as different parts of speech (e.g., iron, storm, mountain, round).

(d) The function of the pronoun: personal, demonstrative, interrogative, relative (or conjunctive), indefinite.

(e) The study of passages which illustrate the coherence achieved by the correct use of pronouns.

(f) Practice in writing a paragraph which achieves coherence through pronouns, and which avoids incoherence caused by the misuse of demonstrative or relative pronouns, (e.g., this and that referring to a complete statement; which referring loosely to a complete statement; a pronoun not agreeing in person and number with its antecedent).

In the following outline care has been taken to show that the teaching of grammar must be integrated with other phases of the course if it is to have any lasting effect on the growth and development of the pupils' oral and written English. The study of grammar should go

hand in hand with the study of structure. The emphasis is, therefore, on the functional approach to grammar rather than on the formal or incidental approach. GRAMMAR MUST BE PURPOSEFUL.

In The Teaching of Written English Dr. Gurrey sums up the philosophy of the functional approach: "We aim to give the pupil an increasing consciousness of how language works, and so help him acquire an increasing control of language. But this cannot be achieved unless the children have constant practice in handling words and in manipulating all kinds of sentence structures, making these words and sentence structures carry out the varied intentions and uses of life .... If grammar makes no contribution to composition, it fails in its purpose. Each grammar lesson should link with some kind of work in expression, in which the children make use of what they have learned or are given practice in word discrimination or in some writer's use of the linguistic element that they have been working on."

Reference Books Grades 9 and 10

McMaster, Creative Composition. Longmans.

Gurrey, The Teaching of Written English. Longmans.

Gurrey, The Teaching of English Grammar. Longmans.

The Concise Oxford Dictionary. Oxford.

Soule, Dictionary of Synonyms. McClelland and Stewart.

Roget, Thesaurus of English Words and Phrases. Longmans.

Fowler, Modern English Usage. Oxford.

Treble and Vallins, An ABC of English Usage. Oxford.

Gurrey, Grammar at Work. Longmans.

McGuire, Grammar Is Important. Copp Clark.

Gummow, Construction and Creation, 3 and 4. Clarke Irwin.

Mearns, Creative Power: The Education of Youth in the Creative Arts. Paperback, McClelland and Stewart.

Ciardi, How Does a Poem Mean. Paperback, Nelson.

Craig, The Junior Speech Arts. Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English. Macmillan.

Funk and Wagnalls, Word Origins and Their Romantic Stories. Ryerson.

Word Power Made Easy. Perma Book.

Evans, Dictionary of Contemporary American Usage. Random House of Canada.

Allen, Living English Structure. Longmans. (For New Canadians)

Smallbridge, Language Comes Alive, 9 and 10. Dent.

Hughes, McDonagh, Building Language Skills. McGraw-Hill.

Hughes, McDonagh, Using Language Skills. McGraw-Hill.

McMaster, The Expression of Thought. Longmans.

McLeod, Roebuck, English Practice for Today, 9, 10. Copp Clark.

Penner, McConnell, Learning English. Macmillan.

Repath, Mass Media and You. Longmans.

Postman and Weingartner, Linguistics, A Revolution in Teaching. (Delacorte) Saunders.

Scargill, Penner, Looking at Language. Gage.

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME ALL BRANCHES

English Composition and Language Study, Grade 9

FIRST TERM

1. Exploratory Written Assignment

   (a) A short composition which will reveal the pupils' strengths and weaknesses. Topics should be within their experience, e.g., My First Impression of High School, An Interesting Character I met during the Past Year, The Worst (or Best) Movie (or T.V. Programme) I have seen This Year.

   (b) Discussion of merits in these first essays and review and correction of typical sentence and grammatical errors.

2. Descriptive Writing and Narration

   (a) The study of selected pieces of descriptive writing which exemplify the use of setting as an introduction to action taking place in this setting.

   The openings of many short stories will provide good examples of this type of writing. Illustrations will also be found in literature texts, supplementary reading, composition texts, newspapers, pupils' themes of the previous year, or the year book.

   (b) Emphasis on planning, especially in the introductory paragraph of setting, to give a definite impression of place and circumstances in preparation for the action to follow.

   (c) A study of the following qualities of good description and narrative writing:

      (i) unity achieved through creating the dominant impression in a paragraph of setting followed by action in harmony with the mood of the setting

      (ii) unity and coherence through establishing a definite point of view. (Who is viewing the scene? What is his mood? Is the point of view to be fixed or moving?)

      (iii) unity and coherence through careful selection and orderly arrangement of detail

      (iv) emphasis achieved by arresting topic sentence, apt choice

of pictorial diction, variety of sentence structure, and strong concluding sentence.

(v) economy through the elimination of all descriptive detail which does not contribute to the desired dominant impression or mood of narrator.

(d) Practice in writing after planning and study.

(e) Revision of first drafts with attention to the above principles.

(f) Improvement of writing marked by teacher, or assessed by group methods in class, through oral discussion and written correction or improvement.

(g) Further practice in writing to create different moods or impressions with emphasis on the power of words to evoke picture and create mood.

NOTE: 1. To provide for good continuity from Grade 8 to Grade 9 the writing is not limited to single paragraphs in this outline, although the study of the structure and development of different types of paragraph is emphasized.

2. In addition to authorized texts The Teaching of Written English by Gurrey (Longmans) and Construction and Creation by Gummow (Clarke Irwin) will be found helpful.

3. In composition classes, the emphasis is on narration and description in the fall term, but in either composition or literature periods it is also important to give training and practice in developing answers in literature. (The importance of the good topic sentence to introduce the answer, unity, the need for an adequate selection of detail, good conclusion.) Pupils should be reminded of the similar need for good development in paragraph answers in subjects like history and geography.

4. Since classroom answers will play the most important part in the development of good oral English expression throughout the year, it is important to expect and insist upon clear, correct answers, expressed in complete sentences for the most part.

5. A study of punctuation and paragraphing in dialogue should precede the writing of dialogue in assignments. Most of the other work in punctuation will be reviewed or studied in connection with writing or other language assignments. The uses of the period, question mark, exclamation mark, and simple quotation marks should need no review apart from emphasis with certain careless pupils. Pupils in Grade 9 should learn to handle the main uses of the comma carefully

and effectively, and to use the semicolon with compound sentences. Other uses of the semicolon will not be stressed until Grade 10. Non-restrictive and restrictive clauses may be studied later in the year, and further in Grade 10.

3. Unity and Variety in Sentence Structure

(The study of effective sentences growing out of the need of the pupils as revealed in writing assignments).

(a) Unity recognition of the complete sentence, as opposed to half-sentences and run-on sentences

(b) Variety improvement through

(i) combining of simple sentences into complex and compound sentences for more effective structure.

(ii) avoidance of over-worked "and" and "so" as conjunctions.

(iii) accurate use of subordinate conjunctions; correct subordination of thoughts. (Examples from pupils' compositions for board study and discussion, with supplementary work from texts as required.)

4. Word Study and Use of the Dictionary

Pupils should become aware of the need for a rich vocabulary if they are to write with clarity, accuracy and vigour. Thus, word study should be constantly related to an appreciation of models, including selections from literature texts, and the pupils' own writing.

The year's course will include a study of correct pronunciation, syllabication, and spelling, precision in usage, word families, synonyms, homonyms, antonyms, derivations, expansion of vocabulary, words frequently confused, e.g., accept, except; affect, effect; adverse, averse. (These should be dealt with as mistakes occur in written and spoken work.)

NOTE: 1. Pupils should be encouraged by every possible means to build a good vocabulary. Correlation with the study of other languages is important.

2. During each term the teacher will include a part of the study outlined above in the time allotted for composition and language study and will link this phase of the work with the study of grammar, writing, and literature. Pupils should be encouraged to build lists of new words in addition to those learned in class.

3. Unless sets of dictionaries are available in the classroom, the pupil should carry his dictionary to all

English classes and be encouraged to consult it frequently. Work with the dictionary should begin early in the term so that pupils will learn to consult a dictionary as a matter of habit. A large classroom dictionary and thesaurus should also be standard equipment in each English classroom.

4. Constant attention should be given to care in spelling, and to the use of the dictionary at home, as well as at school, to help avoid spelling errors.

   Short spelling tests should be given once a week during the fall term with frequent repetition of common errors, and review of the meanings and correct use of certain troublesome pairs of words, such as lose, loose; through, threw; to, too. Pupils should be trained to keep a list of misspelled words from composition and literature assignments or tests in a separate section of the respective notebooks.

Reference Books

Mearnes, Creative Power: The Education of Youth in the Creative Arts. Paperback Nelson.

Lewis, C. Day, Poetry for You. Copp Clark.

Collections of Short Stories.

Gurrey, The Teaching of Written English (Chapter 18, "The Increase and Sharpening of Vocabulary"). Longmans.

Funk and Wagnalls, Word Origins and Their Romantic Stories. Ryerson.

Word Power made Easy. Perma Book.

Sambrook, The English Language. Paperback Longmans.

Potter, Our Language. Pelican Penguin.

Jespersen, Growth and Structure of the English Language. Paperback Doubleday Anchor.

Ciardi, How does a Poem Mean (Chapter 4). Paperback Nelson.

Paton, Common Words. Nelson.

Hardwicke, Words are Important. (Revised Edition). Book Society.

5. Imaginative Writing

(Part of this topic may be co-ordinated with the study of literature)

(a) The writing of poetry (ballad or other simple forms).

(b) The re-writing of the climax of a short story to make its outcome different.

(c) The writing of conclusions to a short story, novel, or play which appears to end abruptly, such as The Lady or the Tiger by Stockton.

(d) Reading and discussion of the writing.

6. Effective Sentence Patterns

The study of accuracy, variety, and maturity in sentence structure will be based on well-written prose passages from literature texts, good magazine and newspaper articles, or pupils' writing.

(a) Recognition of variety and maturity of style to be gained through the use of complex and compound sentences.

(b) Practice in writing a variety of sentences according to structure (simple, complex, compound, compound-complex) and function (assertive, interrogative, imperative, exclamatory).

(c) Review when necessary of the function of co-ordinate and subordinate conjunctions, the distinction between principal and subordinate clauses, and the kinds of subordinate clauses (adverb, adjective, noun) which add interest and variety to English expression.

(d) Comparisons between effective and less effective structure in the pupils' own composition, or in other selections from books, and from news or magazine articles.

SECOND TERM (January, February, March)

1. Continued Attention to the Principles of Good Sentence Structure

(a) The reading and study of model passages and pupils' recent compositions with emphasis on the importance of variety in diction and structure.

(b) Revision of writing with special attention to precision and variety in diction and sentence construction.

NOTE: 1. In revision the two major errors in sentence structure, half-sentences and run-on sentences, should be stressed.

2. Further attention should be given to the avoidance of an excessive use of "and" and "so", and other errors in the pupils' written or spoken English, e.g., incorrect reference of pronouns, lack of unity, improper placing of modifiers, incorrect shifts in tense, incorrect subordination of thought, and use of the apostrophe.

2. Further Narrative and Descriptive Writing

(a) The reading and study of narrative and descriptive writing which employs effective diction and imaginative figures of speech.

(b) The planning and writing of narratives and descriptive narratives, after the reading and study of techniques used by writers in such stories as, Leiningen Versus the Ants by Stephenson; The Monkey's Paw by Jacobs; Stories to Remember and other collections of short stories (Copp Clark); The Red Dog by Maier; Short Stories for Young People (Dent); or in the novels studied in Grade 9. For variety some pupils may enjoy writing a prose version of an old ballad in a modern setting, or writing a modern myth or legend.

(c) Revision of compositions with attention to the principles of unity, coherence (including linking and transition words), variety and emphasis (see Topic 2, First Term), and to effective diction and imaginative comparisons or other appropriate figures of speech.

3. The Writing of Short Informal Letters

Emphasis on personal motivation, e.g., social correspondence, notes of thanks, congratulations, replies to invitations.

4. Oral Work

(a) Emphasis on the value of good speech in every-day life and the importance of building good speech habits during the years at high school. Every lesson should give pupils good practice in oral expression: oral answers, reading aloud, critical discussions of writing assignments, comments on T.V. programmes, current events. The teacher should insist, from month to month and year to year, upon increasingly well developed answers in all English classes. When necessary, examples of careless enunciation should receive special emphasis.

(b) A variety of oral work, including book reports, short prepared oral compositions on topics of interest to the pupil, reports on interviews or visits, announcements, and discussions, reading a part in a play.

The resourceful teacher will vary the oral programme, will not require the same type of oral activity from all pupils, and will encourage free, friendly discussion, emphasizing good speech as one of the prime requisites of effective communication and vocational success.

References:

Craig, The Junior Speech Arts. Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English (Chapter 3). Macmillan.

5. Critical Writing

(a) Reading and discussion of interesting reviews, suitable for Grade 9 pupils, from books, magazines, and newspapers.

(b) Practice in organizing and writing a book review of three or more paragraphs of a book read for supplementary reading.

(c) Reading and discussion of reviews.

6. The Verb.

(a) A study of narrative or descriptive passages illustrating the vigour, life, and interest which the well-chosen verb brings to writing.

(b) The writing of a story or description to achieve the above effects.

(c) A study of the use of transitive, intransitive, and copula verbs in the pupil's own writing.

(d) Attention to

(i) the principal parts of common irregular verbs

(ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns.

(iii) verbs frequently misused: rise, raise; sit, set; lie, lay; borrow, lend; bring, take; teach, learn

(iv) basic uses of shall and will

(v) avoidance of the double negative in speech and writing

(vi) recognition and use of the infinitive form: to eat, to see, to be. (A more complete study of verbals in Grade 10. If the misuse of the participle occurs in the pupil's written work, the teacher can explain the illogical relationship.

(e) Verb tenses (active voice)

(i) purpose (to indicate time relationships

(ii) recognition and practice in using the following tenses

in the active voice: simple present, present progressive, present emphatic; simple past, past progressive, past emphatic; present perfect, past perfect; simple future, future progressive, future progressive, future perfect.

(iii) practice in relating an incident with attention to clear tense sequence.

NOTE: During the winter term in the writing and revision of composition attention should be given to

(a) the uses of the comma most commonly overlooked by the pupils at this time

(b) the use of the semicolon to avoid comma-splice (other uses may be mentioned as the occasion arises)

(c) practice in punctuating and paragraphing dialogue (related to narratives read and written)

(d) correct formation and use of the possessive case of nouns and pronouns (e.g., its, it's; omission of the apostrophe with possessive pronouns)

(e) correct use of the nominative case: as subject of verb, subjective completion of verb, nominative of address, nominative in apposition

(f) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition, objective in apposition

(g) the building of a larger and richer vocabulary.

SPRING TERM (April, May, June)

1. Exposition

(i) the study of the expository paragraph with attention to an orderly development of a topic sentence

(ii) the writing of expository paragraphs on such topics as: The vocation I should like to follow; Why I am glad to live in the suburbs or on a farm or in the heart of a city, etc.

(iii) in revision attention to trouble spots in sentence structure, grammar, spelling, punctuation, and vocabulary as revealed in pupils' writing.

2. Narrative and Descriptive Writing

Practice in writing and revising a composition of several paragraphs involving dialogue and description.

3. The Business Letter

(a) The study of simple business letters of order and request.

(b) The writing of simple business letters with emphasis on courteous tone and correct form.

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Composition and Language Study, Grade 9

Emphasis should be placed on precision, clarity, and accuracy in both oral and written expression. Particular stress on exactness and clarity in all class-room answers and discussion is very important. Each day's work should provide many opportunities for practice in careful speaking; all class-room answers, short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments. The teacher should foster a critical and sceptical attitude towards radio and television programmes.

Stress on the improvement of reading and comprehension will be correlated with topics in both literature and composition. Remedial reading should be a part of the course for pupils whose reading levels are not satisfactory.

The over-academic or formal approach to grammar and diction must

give way to a more meaningful and imaginative approach, if it is to be of real value. Especially in the lower grades the formal elements of composition must be shown to be of practical value. Application of class-room study to the pupils' practical needs is essential. Emphasis should be placed on encouragement rather than on adverse criticism.

Pupils should acquire facility in handling as much business correspondence as they will need to take care of their own personal affairs and, beyond that, the simpler needs of most jobs: ordering, paying, requesting payment, making business adjustments, etc. Some practice in simple business letters of this type should therefore be given pupils in Grades 9 and 10.

Teachers will find the course in Composition for Grade 9 on pages 18-32. The above points of emphasis should be incorporated into these courses as modifications are made to suit the pupils' needs in this Branch.

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Composition and Language Study, Grade 9

For those classes not choosing French in Grade 9, and proceeding to the Four-Year Programme, the Grade 9 course on pages 18-32, with necessary modifications, will be followed. Suggestions for the treatment of grammar, composition, and literature should be studied carefully. In addition to the courses outlined in English literature and composition for Grade 9, a programme of remedial and developmental

reading is recommended for this group.

The importance of good oral communication, as outlined in the preface, should be stressed in all classes of the Business and Commerce Branch. Spelling and word study should receive a definite place in the organization of the Grade 9 English programme. In addition to any text which may be used, word lists should be built up from the study of literature texts, oral discussions, and common errors made in composition or other assignments. Pupils should keep their own lists of misspelled words in a separate section of their notebooks.

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 9

Teachers are referred to pages 18-23 of the Grade 9 Course of Study in English Composition for the basic objectives and recommendations for this phase of the work in English.

Writing practice suggested for technical students in Grade 9 combines narration and description, simple paragraphs of exposition e.g., an explanation of processes allied to their shop interests, and paragraph answers on topics or questions related to their study of English literature. A brief study of the business letter of order and request is included in the spring term.

The course should include the following topics:

1. Exploratory Written Assignment

   (a) A short composition which will reveal the pupils' strengths

and weaknesses. Topics should be within their experience, e.g., My First Impression of School, An Interesting Character I met During the Past Year, The Worst (or Best) Movie (or T.V. Programme) I have seen this year.

(b) Discussion of merits in these first essays and review and correction of typical main sentence and grammatical errors. (See topic 6).

2. Narration and Description

(a) The study of selected pieces of narrative and descriptive writing which exemplify the use of setting as an introduction to action taking place in this setting.

The openings of short stories studied during the fall term will provide good examples of this type of writing. Illustrations will also be found in literature texts, supplementary reading, composition texts, newspapers, pupils' themes of the previous year, or the year book.

(b) Emphasis on planning, especially in the introductory paragraph of setting, to give a definite impression of place and circumstances in preparation for the action to follow.

(c) A study of the following qualities of good writing:

(i) unity achieved through creating the dominant impression in a paragraph of setting followed by action in harmony with the mood of the setting

(ii) unity and coherence through establishing a definite point of view. (Who is viewing the scene? What is his mood? Is the point of view to be fixed or moving?)

(iii) unity and coherence through careful selection and orderly arrangement of detail

(iv) emphasis achieved by arresting topic sentence, apt choice of pictorial diction, variety of sentence structure, and strong concluding sentence

(v) economy through the elimination of all descriptive detail which does not contribute to the desired dominant impression or mood of narrator.

(d) Practice in writing after planning and study.

(e) Revision of first drafts with attention to the above principles.

(f) Improvement of writing marked by teacher, through oral discussion and written correction or improvement.

(g) Further practice.

NOTE: 1. To provide for good continuity from Grade 8 to Grade 9 the writing is not limited to single paragraphs of narrative. Many single paragraphs will be assigned, however, to stress the essentials of the good paragraph: a good topic sentence; unity and coherence in the sentences which develop the topic; good concluding sentence which stresses or sums up the main idea; mechanics. Technical terms should be simplified or avoided altogether if pupils have difficulty with them.

2. In addition to authorized texts the teacher will find the following helpful: The Teaching of Written English by Gurrey (Longmans) and Construction and Creation by Gummow (Clarke Irwin).

3. In both composition and literature periods it is also important to give training and practice in developing answers in literature, e.g., the importance of the good topic sentence to introduce the answer, unity, the need for an adequate selection of detail, good conclusion. Pupils should be reminded of the similar need for good development in paragraph answers in subjects like history and geography.

4. Since class-room answers will play the most important part in the development of good oral English expression throughout the year, it is important to expect and insist upon clear, correct answers, expressed in complete sentences for the most part.

3. The study of correct and effective sentences growing out of the pupils' needs as revealed in writing assignments.

(a) Recognition of the sentence as a complete thought, as opposed to the phrase, half sentence, and run-on sentence.

(b) Variety improvement through

(i) combining of simple sentences into complex and compound sentences for more effective structure

(ii) avoidance of the over-worked "and" and "so" as conjunctions.

(iii) accurate use of subordinate conjunctions; correct subordination of thoughts. (Examples from pupils' compositions for board study and discussion, with supplementary work from texts as required).

NOTE: When pupils are asked to analyze simple, complex, and compound sentences, the reason for such study

should be explained to them, and emphasis should be on structure, i.e., that a sentence is built of many parts like a building or an engine. This work will be largely a review of elementary school work which pupils have not understood well, and should not be hurried.

The next step is of greater importance, i.e., the composition by the pupils of sentences of their own based on models analyzed.

. Punctuation

Pupils should learn to be accurate in the use of the period, the important uses of the comma as an aid to clarity, emphasis, and meaning, and quotation marks in direct narration.

The review in punctuation, and emphasis on accuracy, should grow out of writing assignments during each term.

. Simple Paragraphs of Exposition

(a) The writing of the expository paragraph with attention to the orderly development of the topic sentence.

(b) Topics chosen should be related to their shop interests. Shop teachers can provide useful information here for both written and oral work.

(c) In revision, attention to unity, precision in diction and usage, and typical trouble spots in sentence structure, grammar, punctuation and spelling.

. Language Usage

The academic and formal approach to grammar and diction must give way to a more meaningful and practical approach if the lessons are to be of real value to the pupils. Formal elements of composition must be shown to be of practical value if they are to have a lasting effect on the growth and development of the pupils' oral and written expression.

Illustrations and examples for study should be constantly drawn from the pupils' own usage, or situations within their experience.

When the function of parts of speech is reviewed, lessons should be linked with some kind of work in expression (i.e., pupils make use of what they have learned by composing correct sentences of their own). The study of grammar must make a contribution to the development of improved oral and written expression or it fails in its purpose.

The review needed by the pupils will be evident from their oral and written work, and will probably include the following topics:

(a) (i) the principal parts of common irregular verbs

(ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns

(iii) verbs frequently misused, such as teach, learn; borrow, lend; bring, take; lie, lay

(iv) avoidance of the double negative

(v) the purpose of verb tenses (active voice) to indicate time relationships

(vi) recognition and practice in using tenses in the active voice (one or two tenses at a time with emphasis on the use of the tenses in complete sentences)

(vii) practice in relating an incident with attention to clear sequence.

(b) The function and use of parts of speech, such as

(i) the correct use of pronouns: nominative, objective, and possessive case

(ii) the use of words as different parts of speech

(iii) the correct and exact use of prepositions (between, among; off, of; in, into)

(iv) the use of adjectives and adverbs for picture-making effects in sentences and paragraphs

(v) correct use of comparative and superlative forms of the adjective and adverb

(vi) the use of the co-ordinate conjunction in joining words, phrases, and clauses.

(c) (i) correct use of the nominative case: as subject of a verb, subjective completion of a verb, nominative of address

(ii) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition.

(iii) correct formation and use of the possessive case of nouns and pronouns.

7. Word Study

Pupils should become aware of the need for a good vocabulary if they are to write with clarity and accuracy. They should not be required to do too much in too short a time. Word study should be constantly related to their study of models, literature texts, and the pupils' own writing. Therefore, the best course in word study for Grade 9 will be compiled by the teachers of each school to suit the needs and abilities of its pupils.

The year's course will include a study of correct pronunciation, spelling, and meanings, the use of the dictionary, synonyms, homonyms, and antonyms, expansion of vocabulary, and words frequently confused, e.g., lend, borrow; accept, except; loose, lose; to, too; affect, effect. Mistakes should be dealt with as they occur in written assignments in English literature and composition.

If sets of dictionaries are not available in the class-room, the pupil should carry his dictionary to all English classes and should be encouraged to use it frequently. Work with the dictionary should begin early in the term so that pupils will learn how to use a dictionary, and to consult it as a matter of habit. A large class-room dictionary and thesaurus should also be standard equipment in each English class-room.

Short spelling tests should be given once a week with frequent repetition of common errors, and review of the meanings and correct use of troublesome words as they occur in their oral and written English.

Pupils should be trained to keep a list of misspelled words from composition and literature assignments or tests in a separate section of the respective notebooks.

8. The Business Letter

Simple business letters of order and request, or others suggested by the pupils themselves arising from their present needs.

9. Oral Work

(a) Emphasis on the value of good speech in everyday life and the importance of building good speech habits during the years at high school. Every lesson should give pupils good practice in oral expression: oral answers, reading aloud in literature and composition classes, discussions of writing assignments, comments on T.V. programmes, current events. The teacher should insist, from month to month and year to year, upon increasingly well-developed answers in all English classes. When necessary, examples of careless enunciation should receive special emphasis.

(b) A variety of oral work, including book reports, short prepared oral compositions on topics of interest to the pupil, reports on interviews or visits, announcements, and discussions, reading a part in a play.

The resourceful teacher will vary the oral programme, will not require the same type of oral activity from all pupils, and will encourage free, friendly discussion, emphasizing good speech as one of the prime requisites of effective communication and vocational success.

References:

Craig, The Junior Speech Arts. Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English (Chapter 3). Macmillan.

10. Short Narrative and Descriptive Essays of Two-Three Paragraphs

(a) Further reading and study of the descriptive narrative which employs effective diction and figures of speech.

(b) Planning and writing after a study of the techniques employed by writers of stories, such as Leiningen Versus the Ants by Stephenson, The Red Dog by Maier, or others in the book of short stories on the literature course.

(c) Revision of compositions with attention to the principles of unity and coherence (including linking and transition words), variety of sentence structure, effective diction and appropriate comparisons or other figures of speech. Terminology should not be stressed.

F I V E - Y E A R

P R O G R A M M E

GRADE 10

FIVE-YEAR PROGRAMME, ALL BRANCHES

Suggestions to the Teacher

The course in English literature will be organized to provide continuity and sequential development over the five years of study. In the field of the novel, for example, a well-balanced five-year programme of study will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons. Grades 10 or 11 are considered ideal levels by most teachers for the introduction of a Dickens novel. A careful selection of literature texts for each unit of study will provide for the pupil's cultural growth and development at this level and will bridge the gap between the junior and senior grade levels.

This course makes provision for the building of a programme to provide for more intensive study of core parts of a course and extensive reading and study of others. One method for the extensive treatment of the novel or other prose selections is outlined in the suggestions on page 3.

Some of the novels mentioned in the above list are very light and are not, therefore, intended for intensive study. If one of the lighter novels is chosen for class study, it should be combined with another.

The course, as outlined here, is to be regarded as the minimum course of study for pupils in the five-year programme. Teachers may

add any further enrichments they wish in order to build a satisfying, interesting, and challenging course of study at this level. Good pupils respond well to individual reading assignments and research. They often develop unexpected powers of initiative when given individual responsibilities, and experience, perhaps for the first time, an unexpected satisfaction in the knowledge that they can achieve something worth-while with a minimum of teacher supervision.

The building of a library of selected recordings, and other aids, is also recommended for all schools. Although the teacher's own scholarship, enthusiasm, and approach to the lesson are of prime importance, audio-visual aids are a powerful ally.

For further reference to the teaching of Grade 9 and 10 English, or to examination procedures, see the preamble and the suggestions on pages 3 - 7.

Inexpensive school or paperback editions of the novels or other prose books may be chosen so that the cost of texts is not exorbitant; and sets of books may be added to school shelves in order to strengthen courses of study.

Catalogues of paperback publications may be obtained from several Canadian sources including the following:

Longmans of Canada, Paperback Division, 20 Cranfield Road, Toronto 16.

S. J. Reginald Saunders and Company Ltd., 266 King Street West, Toronto 2B.
(Scribners)

McClelland and Stewart Ltd., 25 Hollinger Road, Toronto 16.

Musson Book Company Ltd., 103-107 Vanderhoof Avenue, Toronto 17.

Avalon Books, Ryerson Press.

Bantam Books, 25 West 45th Street, New York 36, N. Y.

Dell Books, Dell Publishing Company Ltd., 750 Third Avenue
New York 17, N. Y.

Mentor Books, New American Library of World Literature,
501 Madison Avenue, New York 22, N. Y.

Pocketbooks, Pocketbooks of Canada, 90 Bates Road, Outremont,
Quebec.

For reference books, see page 27.

A minimum of 150 lines should be memorized by the pupils. Part of the memory work may be prose, or dramatic presentation, and if the teacher wishes, some passages may be chosen by the pupils themselves.

The importance of the supplementary reading programme as an inherent part of a good English programme has been outlined on pages 6-7 following the Grade 9 Course of Study in English Literature. Recommendations made here apply to each grade.

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME

English Literature, Grade 10

1. A study of

(a) A collection of short stories, or prose selections, such as

McMaster, Stories to Remember. Copp Clark.

O'Donohue and MacIntosh, A Harvest of Short Stories. Longmans.

McNally, A Book of Good Stories. Macmillan.

McGillivray and Willis, Invitation to Short Stories. Macmillan.

Colbert, Short Stories for Young People. Dent.

Swayze, Short Story Magic. Ryerson.

Huffman, Fifteen Stories. McClelland and Stewart.

(b) A collection of shorter poems, such as

Diltz, Word Magic. McClelland and Stewart.

Langford, Realms of Gold. Copp Clark.

Humble, Lyrics and Longer Poems (Book 2 or 3). Macmillan.

Swayze, Magic Casements. Ryerson.

Kingston, Poems for Pleasant Study. Dent.

Parker, Fresh Fields. Longmans.

(c) One of Shakespeare's plays, such as Julius Caesar, The Merchant of Venice. (Plays from the Grades 11 and 12 lists should be chosen for Grade 10 classes only after a careful consideration of their suitability for a particular class.)

(d) Two novels, or one novel and selections from a collection of one-act plays, or one novel and one other volume of prose (e.g., biography, travel), such as

Dickens, Great Expectations.

Doyle, The White Company.

Faulkner, Moonfleet.

Collins, The Moonstone.

Buchan, Greenmantle.

Monsarrat, The Cruel Sea (school edition).

Quiller-Couch, The Splendid Spur.

Curwood, The Plains of Abraham.

Graham and Lipscomb, George Washington Carver.

Twain, Huckleberry Finn.

Eliot, Silas Marner.

Hayes, Treason at York.

Rawlings, The Yearling.

Hayes, The Land Divided.

Kipling, Captains Courageous.

Household, Rogue Male.

Sullivan, The Caribou Road.

Morton, In Search of England.

Shute, Pied Piper.

FIVE-YEAR PROGRAMME

English Composition and Language Study, Grade 10

In this grade, pupils should be given more mature writing assignments than in previous grades and higher standards in the quality of the writing should be demanded. Interesting methods of sentence and paragraph development, smooth transitions between paragraphs of a longer essay, and more mature expositions based on the short story, play or novel, should be part of the course in composition.

The teacher's first task is to foster in the pupil a wish to express himself capably in language. The pupil must be so interested in the power of words to help him re-create his observations, emotions and thoughts, that he finds an examination of his experiences worth-while, and the communication of them enjoyable. He must realize that language is the tool of thought and that thinking and expression are only as accurate as the language employed in both processes. Finally, he must be convinced that putting genuine feeling and thought into clear words is an essential accomplishment of civilized man.

For an adequate assessment and encouragement of the increasing good quality of the pupils' writing, the teacher should mark a minimum of one composition per pupil per month, and each class should be asked to appraise another writing assignment each month. In addition, the daily writing related to each topic on the composition and grammar course, and certain phases of the literature course, will ensure a comprehensive writing programme. The teaching of composition should be positive and creative rather than negative and hypercritical. Criticism by both teachers and pupils must be constructive, leading to progressive improvement of thought and expression. Further suggestions for the treatment of grammar and written work are printed more fully in the Grade 9 outline and should be studied carefully by all teachers. The Evaluation of Grade 9 and 10 Composition (assistance in grading and marking procedures), prepared by the Consultative Committee in English, may be obtained from the Departmental Program Consultant.

The following course is arranged according to terms for the assistance of the teacher. With some classes the amount of work suggested may be a little too ambitious, but for the average class the teacher should be able to include in the work of each term the topics suggested.

FIRST TERM

1. Exploratory Composition

   (a) A composition to reveal each pupil's strengths and weaknesses, i.e., a narrative, preferably based on his own experience, or exposition setting forth his convictions on some subject important to him.

   (b) A discussion of the best of these compositions to bring out the qualities in them worth emulating.

   (c) An analysis of some of the common weaknesses to be avoided (common errors in grammar, structure, spelling and usage).

   (d) Revision of the composition, improving its style and correcting any errors.

   NOTE: If diagnostic tests are used in September to investigate problems in the pupils' grammatical ability and background, the tests should not be administered until the pupils have had time to settle down, adjust to a new grade in high school, and recall after a long summer holiday, some of their previous work. These tests will not be reliable, and will discourage pupils, if given too early.

2. Oral Work.

   NOTE: Class-room answers will play the most important part in developing good English expression throughout the year. Therefore, the teacher should insist on increasingly well-developed answers in all English classes, and on clear, correct expression. The teacher should be the pupil's model of careful enunciation and precise English.

   Only some of the oral work suggested in the following list will be done in the fall, the remainder being distributed through the second and third terms:

   (a) Oral reviews of books read outside the class-room.

   (b) Panel discussions on some topic of current interest, such as perhaps a movie, a stage play, or a television show, but if possible a production that the whole class has seen.

   (c) Debates.

   (d) Making announcements.

   (e) Introducing and thanking speakers.

(f) A short talk on some subject of special interest to the speaker.

3. Narration and Description

The writing of narration and description in Grade 10 will be a further development of similar work in Grade 9. This writing will be most successful if it is correlated with some of the short stories being studied in literature. Thus, the composition classes in narration and description should alternate with some of the first term lessons on the short story. Pupils tend to study an author's techniques with more awareness if they are trying for some of the effects that he is able to achieve. A full short story would be too ambitious at this point, but the pupils can attempt some of the following assignments, after studying appropriate model passages in the short stories.

(a) Description of setting, striving for unity of impression and coherence of development.

(b) Narration of an incident, emphasizing action and mood of excitement.

(c) A passage of interesting dialogue which strives to achieve a definite effect, i.e., humour, characterization, or suspense.

(d) Characterization achieved through description of the subject's appearance and actions.

4. Functions of Clauses

(a) An analysis of clausal relationships in complex, compound-complex sentences, and practice in organizing thought by composing such sentences. Emphasis should be on the power of subordinate clauses to qualify the meaning of the main clause to which they are related. This influence is most clearly demonstrated in the context of a developed paragraph. Thus, the pupils should undertake some study of clausal relationships in continuous passages of prose, and not merely in isolated sentences.

(b) Analysis and composing of sentences which use the structural techniques of periodic structure, balance and parallelism. Pupils need to understand why skilful writers use these structures, and when they are used to best effect. After studying passages which illustrate the purposes of periodic structure, balance and parallelism, the pupils are ready to try using these structures in sentences of their own.

5. Word Study

(a) Practice in using the dictionary

(i) to enlarge the vocabulary as an aid to more interesting writing
(ii) to refine the vocabulary as an aid to more precise writing, e.g., understanding differences of meaning between synonyms, knowing why one word among several possible choices is the best word for a certain purpose.

NOTE: Review of Grammar of Grades 8 and 9

This review should be restricted to those pupils whose written compositions show that they need it. Other pupils should continue with further assignments in reading and writing.

SECOND TERM

1. Exposition

(a) Development of the key thought in expository paragraphs by different methods, such as

(i) a contrast
(ii) a comparison
(iii) examples and illustrations
(iv) a logical sequence
(v) some combination of the preceding methods.

(b) Revision and correction of each assignment, with special attention to ways of achieving emphasis in sentence and paragraph structure, and to the use of linking words (pronouns, conjunctions and other connectives) in achieving coherence.

2. Verbs

The study of verbs as a means to more vigorous, correct and concise writing, including the following aspects:

(a) The principal parts of different irregular verbs.

(b) Verb tenses and correct tense sequence.

(c) The active and passive voice, with stress on the appropriate use of each.

(d) Mood, noting such idiomatic survivals as if I were you.

(e) Agreement of subject and verb.

(f) Choice of verbs, noting how this choice influences style.

3. Punctuation

Study of the uses of the comma, semicolon, colon, dash, quotation marks. In revision and correction of all writing, pupils should give close attention to correct punctuation as an aid to clarity.

4. Oral Work

Continuation of the work begun in the first term. See suggestions in the outline for the first term under the heading, Oral Work.

5. Word Study

Frequent practice in the use of the dictionary. At times this work may be related to the new vocabulary met in the study of literature during this term.

NOTE: Unless class sets are available, each pupil should bring his own dictionary to all English classes and be encouraged to use it frequently, as well as the larger class-room dictionary and thesaurus.

6. The Longer Exposition

(a) The planning of an essay of several paragraphs on some aspect of the course in literature, e.g., "Brutus and Cassius in Act I: a Contrast", or "What the Dramatist Accomplishes in Act I", or "Two Stories That Are Very Interesting, but Very Different".

(b) The writing of the first draft, preferably in class under the supervision of the teacher.

(c) Revision of the essay with emphasis on

(i) a topic clearly announced in the opening of the essay
(ii) unity of subject matter, i.e., keeping to the topic announced in the opening
(iii) a coherent development of the thought from one paragraph to the next using linking words and a logical arrangement of details
(iv) a conclusion which clearly sums up the main point of the essay.

THIRD TERM

1. Verbals

A study of the use which may be made of participles, infinitives, and gerunds to promote vigour and conciseness in the pupils' writing.

1. Imaginative Writing

The pupils have studied short stories during the year and have attempted several writing assignments related to the short story. It would be consistent, therefore, to let them apply the knowledge gained from these assignments to a short story of their own. Before the writing, however, preparatory lessons, such as the following are necessary

(a) The study in literature classes of several more short stories from the Grade 10 anthology. This study might be supported by the reading and discussion of stories written by other students in previous years. Often the school magazine is a good source book.

(b) A discussion of what makes a short story different from any other kind of composition. Usually the best stories by pupils are those which have conflicts and characters drawn from the pupils' own experience. If the young writer keeps to a simple plot and strictly limits the number of his incidents, he has an opportunity to include the important details of setting and character that can make a story spring to life in the reader's mind.

(c) The writing of the story, keeping in mind

(i) the nature of the main character
(ii) the conflict
(iii) the incidents needed to show the development of this conflict to the reader
(iv) the incident which provides the climax of the story
(v) the parts of the story which need touches of description to enable the reader to picture the setting and the appearance of the people involved.

(d) When the final drafts of the stories have been completed, the reading and discussion in class of some of the stories.

NOTE: Some pupils may find it impossible to make up a story. These should be allowed to write of some actual experience without the imaginative rearrangement present in the short story form.

3. The Business Letter

(a) After studying some good sample letters, the writing of at least one letter representing each of the following types:

(i) a letter ordering goods

(ii) a letter of complaint
(iii) a letter of application

(b) The revision of each letter with special attention to tone and form.

4. Review

A review of common weaknesses in sentence structure, punctuation, spelling, grammar, and usage.

Standards to be Achieved by Grade 10 Pupils

By the end of Grade 10 an average pupil should know all the grammar he needs to know to speak and write correctly. Practice throughout the work of the grade in oral and written composition will help to fix in him the habit of using clear, correct language. It should also enable him to express himself with some ease and fluency. He should be familiar with the various types of sentences, both grammatical and rhetorical, and he should have acquired some skill in putting his thoughts into the type of sentence that will best express his exact meaning. Further, he should be able to arrange his thoughts in coherent groups of sentences and paragraphs.

F O U R - Y E A R

P R O G R A M M E

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

Suggestions to Teachers

In building the English courses of the four-year Arts and Science programme emphasis should be placed on the aptitudes of the pupils, and their future, as well as present, needs. Many will fill positions in which their success will depend upon their facility in oral expression and upon qualities of personality: correctness and persuasiveness in speech, wit, imagination, general knowledge, good appearance, pleasant voice, tact, sympathy, and ability to judge character. In each grade oral and written work in English should be organized to assist pupils to develop these qualities.

The study of literature, including the supplementary reading programme, should foster in the pupils an enjoyment of English literature which will carry over into adult life and assist them to make better use of increased leisure time. The cultural development of the pupils must not be overlooked.

While suitable classics will be included in the literature courses and the supplementary reading programme over a four-year period, over-emphasis on the classics to the exclusion of modern writing should be avoided. Since the pupils are surrounded by modern literature (including magazines and periodicals) and will continue to watch T.V. programmes in adult life, discrimination in the mass media must be fostered. In Grades 9 and 10 English literature texts should be

A minimum of 100-150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentations, and if the teacher wishes, some passages may be chosen by the pupils themselves. Passages with good strong rhythm are recommended for first assignments.

Supplementary Reading

One period a week should be set aside for independent reading in the library, or classroom, and at least one period a month for the informal discussion and recommendation of books read. In Junior grades pupils should first be encouraged to read books and magazines by modern writers which they can readily understand and enjoy. Stories and novels on the course for class study should stimulate interest in others on a similar or contrasting theme. Frequent reference to interesting books should be made in all classes in correlation with the various aspects of the English course, and pupils should be encouraged to talk informally about books they have enjoyed.

The testing of supplementary reading by means of the long written report, or other routine method, should be discouraged since this practice defeats the aim of the independent reading programme, the encouragement of wide reading which the pupil will enjoy throughout life. When written reports are considered necessary, they should not be mere summaries, but should give the pupil's personal reactions (favourable or unfavourable) to the book. The study of well-written book reviews and the assignment of at least one book review to be written by the pupils will be a part of each year's course.

chosen carefully according to a well-planned sequence for four years, and the interests, abilities, and reading level of the pupils. In the field of the novel, for example, a well-balanced course from Grades 9 to 12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons. In choosing a historical novel, teachers of English will be well advised to discuss with the history teacher the pupils' background in history at each grade level. Short stories in Grades 9 and 10 are recommended for study at the beginning of the fall term. If myths are included at the Grade 9 level, it is recommended that a choice be made carefully and that these selections be studied later in the year.

In deciding upon the core programme in English literature it is also recommended that teachers give careful thought to the number of periods available for each phase of the work, and that the number of selections from a book of short stories, or poetry, or a book containing scenes from Shakespeare will be chosen in order to give ample time for pupils to discuss important and interesting features which capture their attention. A teacher should also allow himself time for correlation of discussion with other subjects studied by the pupils, or other interesting oral and written work, the use of the tape-recorder, the playing of good recordings of literature, etc. In the study of English literature it is important to avoid a hurried treatment which discourages the pupil and lessens his enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest.

As in other programmes, the number of books to be assigned as outside reading for the year should be a matter of judgment. The supplementary reading requirements of other departments in the school will have some bearing on the decision, and emphasis will be given to the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the classroom, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities will allow.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Literature, Grade 10

A study of:

(a) A book of short stories, or short stories and articles or excerpts, such as

A Harvest of Short Stories. Longmans

Fifteen Stories. McClelland and Stewart

The Open Road. Macmillan

Invitation to Short Stories. Macmillan

Short Story Magic. Ryerson

Short Stories for Young People. Dent

(b) A collection of poetry, such as

Invitation to Poetry. Macmillan

Poems Chiefly Narrative. Dent

Lyric and Longer Poems (Book 1 or 2) Macmillan

Poems for Pleasant Study. Dent

(c) Either, one of Shakespeare's plays, such as

The Merchant of Venice, *As You Like It*, *Twelfth Night*, *Julius Caesar*, or a play by another author which presents fewer language difficulties.

NOTE: A selection of two or three modern one-act plays may be added for study and dramatization if time permits, e.g., Invitation to Drama (Macmillan); A Book of Good Plays (Copp Clark).

Two novels, or one novel and a selection of one-act plays, or another volume of prose (e.g., biography or travel.)

Faulkner, Moonfleet

Dickens, Oliver Twist

Dickens, Great Expectations

Heyerdahl, The Kon-Tiki Expedition

Curwood, The Plains of Abraham

Williams, The Wooden Horse

London, Call of the Wild

Twain, Huckleberry Finn

Mowat, The Grey Seas Under

Orczy, The Scarlet Pimpernel

Brickhill, Dam Busters

Wells, The Invisible Man

Doyle, The Lost World

Shute, Pied Piper

Steinbeck, The Red Pony

Nordhoff and Hall, Men Against the Sea

Nordhoff and Hall, Mutiny on the Bounty

Rawlings, The Yearling

Forester, Captain Hornblower

Kipling, Captains Courageous

Buchan, Greenmantle

A book from the Grade 9 list.

NOTE: 1. The above lists are not intended to be exhaustive.

2. A few selections will be chosen for study from anthologies in order to avoid the hurried approach to literature which discourages interest and discussion. The remainder may be assigned for supplementary reading.

3. See notes on pages 53 - 55, and pages 3 - 6.

ARTS AND SCIENCE BRANCH

English Composition and Language Study - Grade 10

Emphasis should be placed on precision, clarity, and accuracy in both oral and written expression. Particular stress on exactness and clarity in all classroom answers and discussion is very important. Each day's work should provide many opportunities for practice in careful speaking: all classroom answers; short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments. The teacher should foster a critical and sceptical attitude towards radio and television programmes.

Stress on the improvement of reading and comprehension will be correlated with topics in both literature and composition. Remedial reading should be a part of the course for pupils whose reading levels are not satisfactory.

The over-academic or formal approach to grammar and diction must give way to a more meaningful and imaginative approach, if it is to be of real value. Especially in the lower grades the formal elements of composition must be shown to be of practical value.

Application of classroom study to the pupils' practical needs is essential. Emphasis should be placed on encouragement rather than on adverse criticism.

Pupils should acquire facility in handling as much business correspondence as they will need to take care of their own personal affairs and, beyond that, the simpler needs of most jobs: ordering, paying, requesting payment, making business adjustments, etc. Some practice in simple business letters of this type should therefore be given pupils in Grades 9 and 10.

Teachers will find the course in composition for Grade 10 on pages 47 to 52. The above points of emphasis should be incorporated into this course as modifications are made to suit the pupils' needs in this Branch.

N.B. Texts and Reference books are listed on pages 22 - 23.

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

Suggestions to Teachers

English is vital to the general development of the pupils and is, therefore, the direct concern of every teacher. Pupils should learn to express themselves with precision, clarity, and conciseness. Cultural development and creative ability should, however, not be overlooked in a composite course designed to promote good citizenship in a democracy.

Pupils should have as wide an experience with good reading as possible in order to acquire a basis of taste and judgment. They should learn to identify the sensational, meretricious, and the mawkish in newspapers, periodicals, books, and television programmes. The English literature course should, therefore, stress modern reading with enough experience of suitable classics to provide background.

The course in Literature will be similar to that of the Arts and Science Branch. Since selection of texts is important for a rich and enjoyable course, however, teachers are urged to select texts of particular interest and significance to their pupils. These will also be chosen with a view to developing a good, sequential programme of literature study from Grades 9-12.

The course in composition, language, and business correspondence in Grades 11 and 12 gives the pupils much more than a course in the mechanics of letter-writing and practice in writing letters of all types. More demanding and complex assignments require precision in thought and language, organization, and discrimination within a wide

range of language use. Students with a sound knowledge and understanding of good English in general will find little trouble in learning to use good English in a particular situation, namely in the business letter. In Grade 12 most of the subject matter should be taken from actual business and should stress the purpose, importance, and composition of the business letter.

Spelling and vocabulary study are important phases of the English course in all grades. Each teacher should concentrate on the meaning and spelling of the words found in the specialized vocabulary of his subject. In the spelling classes emphasis should be placed on the correct spelling of common words and on the vocabulary common to all types of business. The pupil should keep a list of difficult words drawn from his own written assignments. NOMA spelling lists are very useful. In order that the use of the dictionary will become a life-long habit, constant attention should be given to the importance of using the dictionary in all written assignments.

It is recommended that the 7-period allotment of time be divided as follows: literature, 3 periods; spelling and vocabulary study, 1 period; composition and oral work, language study and business correspondence, 3 periods. Since emphasis on good oral communication is an important phase of all classroom work, the organization should be flexible in order to allow the teacher to integrate particular types of oral work with both literature and composition classes (e.g., dramatic presentations, panel discussion, individual reports or talks on outside reading, etc., as well as the more formal aspects of public speaking as suggested for Grades 11 and 12). A teacher can integrate

the aspects of the English literature and composition course most successfully when he teaches the complete course as outlined. All work in typing, shorthand and transcription, composition and business correspondence should be carefully co-ordinated through cooperation between the Heads of the Commercial and English Departments.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 10

The course in English literature should be organized to provide the continuity and sequential development previously determined by the teachers for the four years of study. In the field of the novel, for example, a well-balanced course from Grades 9-12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons.

Emphasis on the dramatic approach to the study of the play should be continued. (See suggestions made on pages 3 - 5.)

References to memorization and the supplementary or independent reading programme for this Branch are included on pages 6 - 7.

The course in literature will include a study of

(a) Either, a Shakespearian play such as

The Merchant of Venice, As You Like It, Julius Caesar (good classes of boys), or a play by another author which presents fewer language difficulties.

(b) A collection of short stories such as the following:

A Harvest of Short Stories, Longmans; Invitation to Short Stories, Macmillan

(c) A collection of poetry, such as

Invitation to Poetry. Macmillan

Poems Chiefly Narrative. Dent

Lyrics and Longer Poems. Macmillan

Word Magic. McClelland & Stewart

(d) Two novels (one to receive extensive treatment), such as

Faulkner, Moonfleet.

Dickens, Great Expectations.

Curwood, The Plains of Abraham.

Heyerdahl, The Kon-Tiki Expedition. Pocketbook.

Hayes, The Land Divided.

Hayes, Treason at York.

Collins, The Moonstone.

Williams, The Wooden Horse. Berkley

London, Call of the Wild. Pocketbook.

Nordhoff and Hall, Mutiny on the Bounty.

Nordhoff and Hall, Men Against the Sea.

Laforge, Laughing Boy. Pocketbook.

Mowat, Gray Seas Under. Ball

Stewart, Fire. Ace

Orczy, The Scarlet Pimpernel. Pyramid

Brickhill, Dam Busters.

Clausterman, Flames in the Sky.

Wells, The Invisible Man.

Doyle, The Lost World.

Altshelar, Hunters of the Hills.

Shute, Pied Piper.

Steinbeck, The Red Pony.

Sutcliff, Eagle of the Ninth.

A novel from the Grade 9 list.

NOTE: The above lists are not meant to be exhaustive. Teachers should review a book carefully in order to choose the book which will interest the boys or girls in a particular class. At least one of the two books chosen should be a novel, rather than travel or biography.

Two or three carefully selected modern one-act plays may be added to the course of study if time permits.

Emphasis may be continued on remedial or developmental reading, particularly in the fall term. Reference texts and materials for the reading programme are included with the Grade 9 courses.

BUSINESS AND COMMERCE BRANCH

Composition and Language Study, Grade 10

The course of study in English for the Four-Year Programme of the Business and Commerce Branch will be largely the same as that of the Five-Year Programme. Teachers are advised to follow these courses with modifications in English composition to suit the needs of the pupils. Oral work such as panel discussions or debates will be valuable to the pupils in this branch only if the topics are relevant to the studies, interest, and experience of the pupils. Spelling and word study should continue to follow the suggestions made for Grade 9. Practice in business letter-writing should be centred around situations within the pupils' experience, e.g., topics arising from school activities, applications for work as camp counsellors, or other summer work. Expositions required should be simple and brief, the assignments designed to develop precision, conciseness, and clarity of expression. Topic number 6 (Second Term) should, therefore, be deleted.

Outlines in composition are divided into terms for the guidance of the teacher and suggest the amount of work which a teacher will cover with an average class. Teachers will, however, suit the order and difficulty of work to their own pupils.

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

Suggestions to Teachers

The first objective in teaching English to any group of students is to develop an appreciation of literature and reading which will enrich their lives and contribute to their cultural growth throughout life. Technical students need to be helped toward this achievement perhaps more than some others, particularly those among them who show a potential aptitude for the subject, although perhaps faltering and tentative.

Since the students in this programme are unlikely to undertake further academic studies beyond the Grade 12 level, a four-year programme in English must stress the development of their ability to understand clearly ideas expressed in written form, whether they be instructions, points of information, statements of theory, opinions, or the thoughts and feelings of the writer.

Emphasis should also be given to the development of their ability to express themselves clearly, accurately, and logically in both written and spoken English so that they may be understood by others. Regular, frequent, well-planned practice in writing for every student throughout the school year is of supreme importance.

Emphasis should be placed on speaking and writing with a purpose rather than on exercises in a textbook concerned with only the mechanics of expression.

Generally speaking, students who elect this programme make slower progress than those in arts and science courses in their advancement toward the above-mentioned goals, but their sometimes surprising wealth

of ideas and their unconcealed enthusiasm when their interest is caught should provide encouragement for the teacher whose patience and understanding are necessary contributions to the desired success.

Courses in both composition and literature should give emphasis to the needs and interests of the students. They should provide the opportunity for pupils to participate in a variety of oral work in order to develop greater fluency, confidence, and poise. The habit of critical listening should be developed. A study of radio and television programmes, for example, will foster critical listening to commercial and political propaganda.

Emphasis is recommended on the wide use of audio-visual aids, such as, recordings of plays, poetry and speeches, films, the tape recorder, pictures, newspapers, periodicals, and magazines, to sharpen interest and curiosity and to stimulate critical thinking, reading, viewing, and listening. See Television and the Teaching of English. Postman (N.C.T.E. - $1.00).

A careful choice of literature texts to suit the interests of boys taking technical courses is of prime importance in this Branch. English literature texts should be chosen carefully according to a well-planned sequence for four years, and the interest, abilities, and reading level of the pupils. In the field of the novel, for example, a well-balanced course from Grades 9-12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. In choosing a historical novel, teachers of English will be well advised to discuss with the history teacher the pupils' background in history at each grade level. Short stories in Grades 9 and 10 are recommended for study at the beginning of the fall term.

In deciding upon the core programme in English literature it is also recommended that teachers give careful thought to the number of periods available for each phase of the work, and that the number of selections from a book of short stories, or poetry, or a book containing scenes from Shakespeare will be chosen in order to give ample time for pupils to discuss important and interesting features which capture their attention. A teacher should also allow himself time for correlating through discussion other subjects studied by the pupils, and other interesting oral and written work, involving the use of the tape recorder, the playing of good recordings of literature, and other aids. In the study of English literature it is important to avoid a hurried treatment which discourages the pupil and lessens his enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest.

A minimum of 100-150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentations, and if the teacher wishes, some passages may be chosen by the pupils themselves. Passages with good strong rhythm are recommended for first assignments.

Supplementary Reading.

In the lower grades pupils should first be encouraged to read books and magazines by modern writers which they can readily understand and enjoy. Stories and novels on the course for class study should stimulate interest in others on a similar or contrasting theme. Frequent reference to interesting books should be made in all classes

in correlation with the various aspects of the English course, and pupils should be encouraged to talk informally about books they have enjoyed. One period a week should be set aside for independent reading in the library, or classroom, and at least one period a month for the informal discussion and recommendations of books read. Oral book discussions, and short oral recommendations by pupils of books which they have enjoyed, are very effective in encouraging wider reading.

One, or more, of the non-fiction books, or magazines read should deal with a subject related in some way to the shop subject on the curriculum.

The testing of supplementary reading by means of the long written report, or other routine method, should be discouraged since this practice defeats the aim of the independent reading programme, the encouragement of wide reading which the pupil will enjoy throughout life. When written reports are considered necessary, they should not be mere summaries, but should give the pupil's personal reactions (favourable or unfavourable) to the book. The study of well-written book reviews from current magazines and newspapers, and the assignment of at least one book review to be written by the pupils will be a part of each year's course.

As in other programmes, the number of books to be assigned as outside reading for the year should be a matter of judgment. The supplementary reading requirements of other departments in the school will have some bearing on the decision, and emphasis will be given to

the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the classroom, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities will allow.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Literature, Grade 10

A study of:

(a) A collection of short stories, or a book of prose, such as

McGillivray and Willis, Invitation to Short Stories. Macmillan

Langford, A Harvest of Short Stories. Longmans

Huffman, Fifteen Stories. McClelland and Stewart

Scotland, Life and Literature Today. Part II

(b) Either, a play by Shakespeare, or a collection of scenes from Shakespeare, such as

Langford, Shakespearian Festival. Longmans

Peat, Presenting Shakespeare.

Davies, Shakespeare for Young Players. Clarke Irwin

The Merchant of Venice

Julius Caesar

or a play by another author which presents fewer language difficulties.

(c) A collection of poetry, such as

Gill and Newell, Invitation to Poetry. Macmillan

Swayze, Our Heritage. (anthology of poetry and prose). Macmillan

(d) A novel, or novels, such as

Faulkner, Moonfleet.

Buchan, Prester John.

Buchan, Greenmantle.

Buchan, Salute to Adventurers.

Collins, The Moonstone.

Hayes, Treason at York.

Curwood, The Plains of Abraham.

Haggard, King Solomon's Mines.

Shute, The Pied Piper.

Wells, The Invisible Man.

Doyle, The Lost World.

Altshelar, Hunters of the Hills.

London, Call of the Wild.

Williams, The Wooden Horse.

Kipling, Captains Courageous.

Twain, The Adventures of Tom Sawyer.

Orczy, The Scarlet Pimpernel.

Dickens, Great Expectations.

Brickhill, Dam Busters. (Sch. Ed.)

Clausterman, Flames in the Sky.

Heyerdahl, Kon-Tiki Expedition.

NOTE: The above lists are not meant to be exhaustive

1. The novel chosen for study should be one which rouses the interest of the boys by its action, suspense, and excitement. It should, however, be a book which merits a closer examination than mere cursory reading. Pupils will learn to enjoy a book for more than just the good story if they are given time and encouragement.

2. Extensive reading and study of a second novel, or other prose book, is recommended if time permits. Otherwise, extensive reading should be encouraged through the supplementary reading programme and written assignments which give pupils practice in learning to read and interpret questions, and in composing correct, appropriate answers. Books like The Wooden Horse by Williams, and Kon-Tiki Expedition by Heyerdahl are good choices for more extensive reading and study.

3. The study of the Shakespeare play, or scenes from Shakespeare, should stress plot and character, and any other interesting dramatic elements. The use of recordings and dramatization of chosen scenes should be an inherent part of lesson organization in order to stimulate lively interest. Language difficulties should be played down and should have no part in examination questioning. A maximum of six weeks is considered ample time to spend on this phase of the course of study with boys taking technical courses. Summaries of Shakespeare's tales by Marchette Chute, Clarke Irwin and by Charles and Mary Lamb, Dent are often helpful. It is suggested that this phase of the course be studied during the last term.

   Two or three modern one-act plays from a collection such as Voaden's On Stage may be added if time permits and books are available.

4. The poems chosen should, for the most part, be of the narrative variety, but some lyric poems carefully chosen may be included. Poems expressing a single dominant mood with immediate impact on the reader are likely to be successful with pupils of this grade.

   Interesting poems, drawn from the teacher's own collection, other than those appearing in any one text, should be used to supplement the text.

5. An additional set of prose books should be added to the English library as soon as possible so that the teacher has plenty of interesting reading available for the classes.

6. Regular, well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to the development of the pupil's ability to express himself clearly.

7. Recommendations made for supplementary reading suggest that at least one of the non-fiction books, or magazines, read should deal with a subject related in some way to the shop subjects on the curriculum. A list of technical magazines in the school library should be available to the pupils. A list of magazines for technical courses is included in this brochure. Since there is a fairly high correlation between a pupil's reading ability and interest and his general progress in English, pupils should be encouraged to read in the

library or class-room. Weekly reading periods are recommended. When library facilities are inadequate, class-room library collections are recommended.

8. In deciding upon the core programme in English literature, teachers should give careful thought to the number of periods available for each phase of the work and the number of selections from texts should be chosen accordingly. Both the hurried and laboured treatment should be avoided. Selections in anthologies which are not chosen for class study may be assigned for supplementary reading.

9. A course in remedial and developmental reading is recommended for Grades 9 and 10 since improvement of reading comprehension is of prime importance in the achievement of objectives outlined for the English programme in this Branch. Pupils will continue this phase of their work according to progress made at the Grade 9 level. Teachers will consult the Grade 9 course of study and teachers of the Grade 9 classes of the previous year.

   Pupils should be given many opportunities to read aloud, or take part in dramatic readings during the study of English literature. A good supplementary reading programme is also essential to the development of reading skills.

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 10

Objectives already stated for the four-year English programme emphasize frequent, well-planned practice in writing for every pupil throughout the school year. Emphasis should be given to the development of the pupils' ability to express themselves clearly, accurately, and logically in both written and spoken English so that they may be understood by others.

Emphasis should be placed on speaking and writing with a purpose rather than on exercises in a textbook concerned with only the mechanics of expression. Especially in the lower grades the formal elements of composition must be shown to be of practical value. Application of classroom study to the pupils' practical needs is essential.

Emphasis should be placed on encouragement rather than on adverse criticism.

Each day's work should provide many opportunities for practice in careful speaking: all classroom answers; short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments.

1. The Exploratory Composition

   (a) A composition to reveal the pupil's strengths and weaknesses, preferably based on his own experience, or on a subject of interest to the Grade 10 boy.

(b) A discussion of the best of these compositions to stress qualities worth developing or emulating.

(c) An analysis of common weaknesses to be avoided (common, serious errors only, in structure, grammar, spelling, and usage).

(d) Revision of the composition, improving its style and correcting errors.

2. Oral Work

Only some of the oral work suggested will be covered in the fall term, the remainder being distributed through the second and third terms.

(a) Oral reviews of books read outside the classroom.

(b) Panel discussions on some topic of current interest, perhaps a movie, play, or television show, but if possible, a production that the whole class has seen.

(c) Making announcements

(d) A short talk on some subject of special interest to the speaker.

(e) Introducing and thanking speakers.

NOTE: School activities will provide many opportunities for some of these topics. Classroom answers will play the most important part in developing good English expression throughout the year. Therefore, the teacher should insist on increasingly well-developed answers in all English classes and on clear, correct expression. The teacher should be the pupil's model of careful pronunciation and precise English.

Narration and Description

The writing of narration and description in grade 10 will be a further development of similar work in grade 9. This writing will be most successful if it is correlated with some of the short stories being studied in literature. Thus, the composition classes in narration and description should alternate with some of the first term lessons on the short story. Pupils tend to study an author's techniques with more awareness if they are trying for some of the effects that he is able to achieve. A full short story would be too ambitious at this point, but the pupils can attempt some of the following assignments, after studying appropriate model passages in the short stories.

(a) Description of setting, striving for unity of impression and coherence of development.

(b) Narration of an incident, emphasizing action and mood of excitement.

(c) A passage of interesting dialogue which strives to achieve a definite effect, humour, characterization, or suspense.

(d) Characterization achieved through description of the subject's appearance and actions.

4. Functions of Clauses

(a) An analysis of clausal relationships in complex and compound sentences and practice in organizing thought by composing such sentences.

(b) Combining simple sentences into complex sentences with emphasis on the use of different types of subordinate clauses, and of appositives and phrases (e.g., to reduce wordiness, to promote smoothness and variety of structure).

(c) Emphasis on the power of subordinate clauses to qualify the meaning of the main clause to which they are related. This influence is most clearly demonstrated in the context of a developed paragraph rather than in isolated sentences.

(d) Comparisons between effective and less effective structure in the pupils' own compositions, or in passages from books or news and magazine articles.

5. Grammar Review

This review will be organized around the needs of the pupils as revealed in day-by-day work. Topics which require continued emphasis will include the following:

The Verb (a) A study of narrative or descriptive passages illustrating the vigour, life and interest which the well-chosen verb brings to writing.

(b) The writing of a story or description to achieve the above effects.

(c) A study of the use of transitive, intransitive, and copula verbs in the pupil's own writing.

(d) Attention to

(i) the principal parts of common irregular verbs

(ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns.

(iii) verbs frequently misused: rise, raise; sit, set; lie, lay; borrow, lend; bring, take; teach, learn.

(iv) basic uses of shall and will

(v) avoidance of the double negative in speech and writing

(e) Verb tenses (active voice)

(i) purpose, to indicate time relationships

(ii) recognition and practice in using the tenses correctly.

(iii) practice in relating an incident with attention to clear tense sequence.

(f) Pronouns

(i) correct use

(ii) practice in writing a short paragraph which achieves coherence through pronouns, and which avoids incoherence by misuse of demonstrative or relative pronouns e.g., this and that referring to a complete statement; a pronoun not agreeing in person and number with its antecedent.

(g) Agreement between subject and verb, including compound subjects and collective nouns as subject.

(h) The correct use of conjunctions, subordinate, co-ordinate, correlative.

NOTE: During the winter term in the writing and revision of composition attention should be given to

(a) the uses of the comma most commonly overlooked by pupils at this time.

(b) the use of the semicolon to avoid comma-splice (other uses may be mentioned as the occasion arises).

(c) practice in punctuating and paragraphing dialogue (related to narratives read and written).

(d) correct formation and use of the possessive case of nouns and pronouns, e.g., its, it's; omission of the apostrophe with possessive pronouns).

(e) correct use of the nominative case; as subject of verb, subjective completion of verb, nominative of address, nominative in apposition.

(f) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition, objective in apposition.

(g) the building of a larger and richer vocabulary.

6. Exposition

(a) The expository paragraph developing in orderly sequence the key thought in the topic sentence. An explanation of processes studied in connection with pupils' shop interests should be included here.

(b) Study of written paragraphs with emphasis on unity and coherence, clear, logical development of topic, and conclusion;

(c) The writing of an essay of two to three paragraphs with emphasis on

(i) coherent development of the thought from one paragraph to the next, using linking words and a logical arrangement of details.

(ii) a conclusion which clearly sums up the main point of the essay.

NOTE: Topics should include shop interest, topics related to the course in literature and topics of current interest to pupils.

7. The writing of short reports and minutes of meetings.

8. Business letters and telegrams.

(a) After studying some good sample letters, the writing of the following types of letter:

(i) a letter ordering goods

(ii) a letter of request

(iii) a letter of complaint

(iv) a letter of adjustment

(b) Revision of each letter with special attention to tone, content and form.

(c) A study of the telegram and practice in composing telegrams.

9. Word Study

(a) Practice in using the dictionary

(i) as an aid to using words correctly and precisely (and understanding differences of meaning between synonyms.)

(ii) as an aid to correct spelling

(iii) to enlarge the vocabulary as an aid to more interesting writing

NOTE: Refer to the study of the dictionary and vocabulary as outlined in the Grade 9 course of study for the Science, Technology, and Trades Branch. Lessons should be planned to provide continuity from Grade 9 and 10, and should be correlated with studies in both literature and composition.

Pupils should keep lists of words misspelled, and others commonly misused in their assignments or tests, in a separate section of composition and literature notebooks. Review of these words, and frequent short tests, will be more effective than formal spelling periods.

Constant reference to the dictionary should be encouraged until the use of the dictionary becomes a habit.

MAGAZINE LIST FOR SCIENCE, TECHNOLOGY AND TRADES BRANCH

t indicates a magazine for teachers.
s indicates one for students.
Other titles are recommended for general use.

Art	The Arts Studio
Auto Mechanics	Automotive Trade Motor
Commercial	Journal for Business Education (t) Today's Secretary
Drafting	Architectural Record Canadian Architect Canadian Builder
Economics	Financial Post
Electricity	Electrical Construction and Maintenance
Electronics	Electronics World (t) Popular Electronics (s)
Home Economics	Practical Home Economics (t) Seventeen
Machine Shop	American Machinist Canadian Machinery
Printing	American Pressman (t) Canadian Printer and Publisher (t) Inland Printer and American Lithographer's Printing Magazine
Sheet Metal	Air Conditioning and Heating (t) Lincoln Stabilizer
Welding	Canadian Welder (t) Sif - Tip's
Woodwork	Deltagrams Home Craftsman Woodworker (both American and English)

Price lists may be obtained from Gordon and Gotch (Canada) Ltd., Wholesale News Agents, 244 Bay Street, Toronto.

TWO-YEAR PROGRAMME

The Two-year programme is designed to meet the needs of pupils in Grades 9 and 10 who will leave school at the end of Grades 10, or at age 16.

The chief aims of this programme are as follows:

(a) To foster an interest in good reading through reading experiences which stimulate imagination and provide enjoyment.

(b) To encourage self-discipline and the development of other good qualities of character.

(c) To assist each pupil to achieve some measure of success, a factor which appears to be the greatest incentive to continued effort.

Courses in English should be designed to assist the pupil in the development of attitudes, skills, and work habits which will help him secure and retain employment.

(a) To develop courteous attitudes towards others.

(b) To develop the ability to express ideas clearly, courteously and concisely.

(c) To grasp the main idea in a selection, trace the sequence of events, recall detail and make obvious inferences.

(d) To form an opinion based on fact.

(e) To train the mind in the neglected art of listening.

(f) To follow directions.

(g) To use a reference book.

(h) To learn to use leisure time with pleasure and profit.

Suggestions to Teachers:

The above aims should be guiding principles both in the building of courses and in the approach to all phases of the work in English. Teachers should make their introductions to each new phase as interesting as possible and in lesson organization should make use of the wealth of audio-visual aid material now available.

A book of short stories, or other short prose selections, is suggested for study at the beginning of the fall term in order to capture the interest and attention of the pupils at the outset. The text can also be used as an exploratory device to discover the type of story which has the greatest appeal to the class.

A careful choice of literature texts will ensure interest and a vocabulary level suited to their comprehension. Some suggestions with regard to texts are included for each phase of the course. Before making a choice of the novel, it is advisable to check, if possible, their reading programme in Grade 8.

At least two thirds of the reading chosen for study in literature classes should be based on the contemporary scene.

In deciding upon a core programme in English literature it is also recommended that teachers give careful thought to the numbers of periods available for each phase of the work, and that the number of selections from texts be chosen accordingly. Ample time should be given to interesting features of a story which captures the pupils' attention, and less time to material which proves to be uninteresting. It is important to avoid the hurried treatment which discourages the pupil and lessens enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest. Routine procedures should be avoided in all classes.

A routine approach to memorization should be avoided. The choral reading approach is usually more successful. Passages with good strong rhythms are recommended, at least for first assignments, and if the teacher wishes, some passages may be chosen by the pupils themselves. Memory work should never be assigned as a penalty.

A display of good, neat work on the bulletin boards is an excellent means of encouraging interest, improved attention, and better work habits.

Emphasis should be given to correct procedures, checking on small amounts of work, and a consistent demand that these assignments be well done.

Regular well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to improved expression.

An additional set of prose books should be added to the English library as soon as possible so that the teacher may have plenty of interesting reading available for the classes.

The importance of encouragement of interest and enjoyment in reading is stressed under the heading "Supplementary Reading".

Many opportunities should also be given for practice in oral reading. The teacher should read to the class at times, after a careful preparation to ensure that reading is vital and as dramatic as the content demands.

Reading assigned for silent reading, or homework, should be directed by a few simple questions designed to aid comprehension and demand careful reading.

A remedial reading programme should be organized to improve comprehension and concentration. Three periods a week at the beginning of the term may be assigned to remedial reading work (such as Reading for Understanding--S.R.A.) which requires attention to details of sentences and paragraphs, and the time reduced after a reasonable length of time (1-2 months) to two periods and one period per week.

Supplementary Reading

Since the encouragement of reading is such an important aspect of the course, at least one period a week will be set aside for reading. Oral discussion, or recommendation, of books read should often be included in other periods as well. When a regular period is scheduled in the library, some selection of suitable books should be made ahead of time in order to assist these pupils to find interesting reading at their vocabulary level. In addition a classroom library of magazines and books suited to the pupils' level of interest and vocabulary is very helpful in encouraging reading.

When the classroom is used for supplementary reading periods, a selection of suitable books for the classroom library shelf may be made from the library beforehand. The same procedures for borrowing and returning may also be used to give pupils experience in such procedures.

Pupils should first be encouraged to read the books which interest them most. Although it is advisable, during the second and third terms, to recommend a variety of reading from the field of the historical novel, autobiography, travel, and drama, at first the teacher will be satisfied to see certain pupils reading all fiction. The important aim is to develop some interest in reading.

Although a set number of books need not be stipulated for these classes, most teachers aim for six books---three in the fall term and three in the winter term. Formal written book reports are not recommended. More effective methods of checking and encouragement include brief oral questioning by the teacher, short oral reports, brief book talks, (sometimes including a question and answer period) and recommendation by pupils of books which they have enjoyed. When book reports are written, they should be short personal reviews stating the pupil's reasons for recommending the book, or his criticism of it.

Good sources of supplementary reading material are listed in "Books for the Slow and Reluctant Reader"---Department of Education, and in publishers' catalogues. The pupils usually enjoy animal stories like White Fang, London and The Yearling, Rawlings; and Teen-Age Tales (Books 3, 4, 5), Strang-Roberts (Copp Clark), etc.

The encouragement of interest in reading through literature and independent reading periods is the prime aim of this course.

Courses in English for Grades 9 and 10 should include the following main elements:

1. A study of short stories or short prose selections, drama, poetry, and novels.
2. Interesting supplementary reading.
3. Remedial reading.
4. A composition and grammar course especially outlined to stress the basic fundamentals of sentence structure, paragraph writing, letter-writing, good usage, spelling and word study.

English Literature, Grade 9

(a) Selected stories or short prose excerpts from a collection, such as--

Scotland - A Mirror of The Times - Books 1 and 2 (Ryerson)
Colbert - Short Stories for Young People - Dent
Parker - Adventures and Escapes (Longmans)

In the study of prose the main emphasis will be placed on the understanding of plot and the pleasure to be derived from the elements of suspense, humour, and character, or simple description with its appeal to the senses.

Since most of the pupils will find difficulty with home reading assignments, most of the reading should be done in the classroom where the teacher can assist pupils to improve their oral reading and comprehension.

When home reading assignments are given, they should be short. A few simple questions to direct the reading are helpful.

(b) Selected plays from a collection of modern one-act plays, such as

One-Act Plays of Today - Clarke Irwin
Seven One-Act Plays - Longmans

In the study of drama, emphasis should be placed on dramatic presentation of selected, interesting scenes; simple directions with respect to staging and costuming; the ways in which a playwright achieves humour, mystery, suspense; and the ways in which these elements can be evoked in performance.

At the outset attention should be given to setting and characters, in order to establish them clearly in the pupils' minds.

Special attention should be paid to character revelation to help pupils read with greater interest and understanding and perhaps to understand themselves and others a little better.

(c) A collection of poetry

A careful selection of poems with emphasis on narrative poetry. Texts such as the following contain some suitable selections:

Rose and Jones - Lines of Action - Macmillan
MacDonald and Walker - Poems Chiefly Narrative - Dent
Kirkconnell - The Flying Bull
Ogden Nash - Nonsense Poetry

NOTE: Pupils enjoy writing short ballads, narratives, and short descriptive poems.

(d) A novel, or novels, such as --

Stevenson - Kidnapped
Trease - Cue for Treason
Masefield - Jim Davis
Hayes - Buckskin Colonist
Catherall - Land Under the White Robe (Dent)
Dix - Merrylips (Girls) (Macmillan)
Brickhill - Reach for the Sky
Ollivant - Bob, Son of Battle
Stevenson - Treasure Island
Serraillier - The Silver Sword (Girls - British Book Service)
Verne - Around the World in Eighty Days
Twenty-Thousand Leagues Under the Sea
Tarkington - Seventeen
Doyle - Sign of the Four
Rawlings - The Yearling

NOTE: 1. Stories of action, excitement, and romance with a good plot and uncomplicated backgrounds or difficulties of language are most successful.

2. Two books of completely different types are recommended for inclusion in the course in order that an abundance of interesting reading is available for class work.

3. The first few chapters will be read aloud by teacher and pupils until characters and setting are established and the beginnings of plot clearly established. Since most pupils read for the

superficial outline of the plot, by reading a few pages during the period, discussing these, and sometimes assigning a few carefully-selected questions, they learn to read with a purpose. As the study of the novel proceeds, certain key incidents should be read aloud by the teacher and pupils and discussion centred around these significant situations or characters. As previously noted, home-work assignments when given, should be brief. Most class periods should be organized to include reading, discussion, and a brief assignment on the day's work.

4. Selections from a book of mythology may be added to the course, for a good class, if the teacher wishes, provided that the language is simple. (e.g., The Great Adventurer - Albion - Meek (Macmillan), Tales of the Greek Heroes - Walsh (Longmans)

5. Catalogues of paper-back editions are available from several Canadian companies including the following:
   (a) Longmans of Canada - Paperback Division, 55 Barber Greene Rd., Don Mills, Ontario.
   (b) S.J. Reginald Saunders and Company, Ltd., 30 Prince Andrew Place, Don Mills, Ontario.
   (c) McClelland and Stewart, Ltd., 25 Hollinger Rd., Toronto 16.
   (d) Musson Book Company, Ltd., 103-107 Vanderhoof Avenue, Toronto 17.

English Literature, Grade 10

(a) An anthology of short stories, such as --

MacGillivray and Willis - Invitation to Short Stories (Macmillan)
Smyth - Prose of Spirit and Action (Macmillan)
Finn - Modern Adventure (Longmans)
A collection from the Grade 9 list

(b) Either, a play by Shakespeare such as The Merchant of Venice, or a collection of scenes from Shakespeare, such as
Peat, Presenting Shakespeare. (Harrap) Clarke Irwin
Langford, Shakespearian Festival. Longmans.
or a suitable long play by another author, or selected plays from a collection of modern one-act plays.

Note: Tales from Shakespeare, Charles and Mary Lamb, is a useful background book.

(c) A collection of poetry

A careful selection of poems with emphasis on shorter narrative poems. Choice may be made from an anthology, such as

Gill and Newell, Invitation to Poetry. Macmillan
MacDonald and Walker, Poems Chiefly Narrative. Dent
Diltz, Word Magic. McClelland and Stewart

(d) A novel, or novels, such as --

Faulkner - Moonfleet
Orczy - The Scarlet Pimpernel
Twain - Huckelberry Finn
Shute - The Pied Piper
London - Call of the Wild
Williams - The Wooden Horse
Curwood - The Plains of Abraham
Other titles from Grade 10, Science, Technology and Trades Branch.

NOTE: 1. Recommendations for the study of the novel are included with the Grade 9 course.

2. Experience has shown that scenes from Shakespeare, or The Merchant of Venice, may be taught successfully with better classes, if selections are not laboured and language difficulties are avoided.
3. The use of recordings and dramatization of chosen scenes should be an inherent part of lesson organization in order to stimulate interest and promote understanding. Stress should be on plot, character, humour, and any other outstanding element. Language difficulties should be played down and should have no part in examination questioning. It is suggested that this phase of the work be studied in the last term.

English Composition and Language Study

Grades 9 and 10

Aims

(a) The chief purpose of this phase of the English programme is to assist pupils to communicate with others in clear, correct, concise, spoken or written English.

(b) Constant practice in oral and written expression should be designed to help pupils achieve the following objectives:

(i) to give clear explanations and directions

(ii) to make clear summaries

(iii) to take part in orderly classroom discussion, to express opinions frankly and thoughtfully, and listen with tolerance and understanding to the views of others.

(iv) to read aloud clearly

(v) to listen with quiet attention in the classroom and at assemblies, meetings, and other gatherings.

(vi) to speak with respect and courtesy to teachers, parents, and other adults.

(vii) to extend sincere congratulations, regrets, or sympathy; to introduce and thank a speaker briefly and with reasonable fluency and ease.

(viii) to avoid crudities or illiteracy of speech.

Suggestions to the Teacher

1. The achievement of these aims requires constant, patient effort on the part of the teacher. Since pupils respond to praise and encouragement which helps to build self-esteem, the teacher should take every opportunity to encourage rather than criticize. Pupils should be made to realize that a mistake is not a crime, but a stepping-stone to improvement. They should be led to realize the dignity of honest effort in the expression of sincere thought and feeling. The wise and skilful teacher makes the pupil feel that what he has to say is important and that it is worth saying clearly and correctly. Good work should be continually displayed on bulletin boards.

2. Frequent, short paragraphs should be written on topics close to the pupils' experience. It is advisable to complete a unit of work, especially in Grade 9, within the period limit since pupils do their best work during the English period under the direction and encouragement of the teacher. Pupils should be taught to write to a definite person for a definite purpose. Emphasis is needed on exactness of thought and expression for clear communication. A system of writing-partners to read and give a grading to short paragraphs during the last five minutes of a period has proved successful in some classes.

3. Letter-writing should form an important part of the writing programme, with emphasis on the business correspondence which they will need to take care of their own personal affairs and the simpler needs of most jobs; order letters, letters requesting payment, letters of inquiry, complaint and simple adjustment; and in Grade 10 the letter of application.
Pupils often show greater interest when they have a share in discussing the kinds of letters which they need to learn to write.

4. Correlation between the literature and composition courses may be achieved by short essay assignments (e.g., an essay on a character from the novel).

5. Work should be checked consistently to develop good work habits and stress the importance of completing an assignment. Insistence on good organization, neatness, and completing a piece of work to the best of a pupil's ability will be of utmost importance to these pupils for success in their future work.

6. <u>The study of grammar must be integrated with the improvement of writing and oral expression if it is to be of practical value</u>. Grammar lessons should, therefore, be motivated by reference to weaknesses in oral and written speech and should stress application rather than formal rules and terminology. The use of a pupil text is optional since texts contain many assignments and instructions unsuited to these pupils. Chapters 1-6, "Creative Composition" (Longmans) have been used successfully with Grade 9 pupils.

7. (a) Spelling and word study will receive attention throughout the year with emphasis on common errors in usage and spelling from assignments and on words met in the study of literature.

   (b) The study of parts of speech, such as nouns and verbs, should be related to the study of colourful and forceful synonyms rather than to formal grammar exercises.

   (c) Pupils should keep their own list of misspelled words from composition and literature assignments, or tests, in a separate section of the respective note-books. Short spelling tests should be given once a week with frequent repetition of the common errors and review of the correct use of troublesome words. A short unit--not more than fifteen words--may be assigned weekly, and a regular weekly dictation test given. The positive approach should be used in marking these tests, that is, credit should be given for each word correctly spelled rather than deducting marks for each error.

8. Neat handwriting and careful organization of answers should be stressed throughout the year.

9. Since the development of facility in oral expression is so important to the future success of these pupils, a great variety of oral work should be included in the programme of each term. All phases of the study of literature, as suggested in the sections on drama and supplementary reading, afford many opportunities for stress on improved oral expression. A variety of oral work is suggested, rather than the same type of assignment to each student, interspersed and correlated with topics in both literature and composition.

Good oral communication should be stressed in all classes, and <u>attention paid to the form of answers and questions in all subjects</u>.

Aspects of the oral programme will also give the teacher an added opportunity to stress the value of critical listening.

NOTE: For the guidance of the teacher a suggested outline of work follows, the treatment of which must be based carefully on the above principles if the course is to be effective in improving expression and promoting improved attitudes to the study of English.

Grade 9

1. Paragraph Writing

   (a) Emphasis on the writing of summaries, explanations and directions

   (b) Cooperative planning of paragraphs, and simple stories, with the aid of the blackboard.

   (c) Development of topic sentences such as "My family sees three faults in me".

   (d) Reading of articles from newspapers and magazines with oral discussion and written summaries of the content.

2. Letter-Writing

   (a) Simple business letters: order, request for information, service, or payment, letters of complaint and adjustment.

   (b) The mechanics of good letter writing: the parts, punctuation, addressing envelopes.

   (c) The letter of invitation and thank-you letter.

   (d) Other business forms such as cheques, withdrawal and deposit slips, and receipts should be included if pupils are not doing this work in other classes.

3. Use of the dictionary: its importance and how to use it; alphabetical order; word study and spelling.

4. The Sentence

   (a) Recognition of the sentence as a complete thought with subject and predicate, as opposed to the sentence fragment or the run-on sentence.

   (b) Recognition of phrase, principal and subordinate clause.

   (c) The combining of simple sentences into compound and complex sentences.

   (d) The effective use of descriptive words--adjectives and adverbs.

   (e) Vigorous verbs as an aid to effective sentences.

   (f) The use made of different kinds of sentences--in statement, question, command, exclamation.

5. Faulty Usage

Emphasis on elimination of crudities of grammar and errors in diction as observed in oral and written work. (See point 6 above).

(a) Agreement of subject and verb

(b) Correct use of pronouns as subjects, objects of verbs and prepositions

(c) Principal parts of common, irregular verbs

(d) Simple tense sequence

(e) The double negative

(f) Troublesome verbs

(g) Slang, acceptable and unacceptable

(h) Correct comparisons of common adjectives and adverbs

(i) Correct use of troublesome prepositions, e.g., in, into; off, of; between, among; troublesome verbs--e.g., teach, learn; borrow, lend; lie, lay; bring, take.

(j) Singular and plural forms

(k) Use of the apostrophe to show ownership

(l) Capitalization and simple punctuation (period, question mark, exclamation mark, simple uses of the comma for clarity in reading).

(m) Proper use of abbreviations, such as--Dr., Rev., Esq.,etc.

6. Spelling and Word Study

Recommendations are outlined in point 7 above.

7. Oral Work

A variety of oral work, as suggested under the heading "Oral Communication" above, such as---

(a) Book talks

(b) Review or reports of assignments made on newspaper reading

(c) A discussion of the merits and weaknesses of specific television programmes with the purpose of developing discrimination and good taste in television viewing

(d) Class announcements

(e) Dramatic reading and reading of stories studied in literature classes

(f) Tape recordings of scenes presented, or of talks

(g) Discussions related to some phase of school life, or topics related to shop subjects, or other topics in which individual pupils are particularly interested.

(h) The conduct of meetings (e.g., on current school problems).

(i) Introducing and thanking speakers

(j) Introducing friends to parents; teachers to parents.

Grade 10

The course in Grade 10 will be planned according to progress made in Grade 9, and should give careful emphasis to recommendations made for effective teaching of each aspect of the work.

Writing assignments will give emphasis to the further development of topics suggested in the Grade 9 course, and to exposition. The letter of application will be added to the course in letter-writing.

The study of literature and composition should again be related in as many ways as possible in both oral and written work.

At least one period a week should be devoted to supplementary reading, some of which may be related to shop interests. Remedial reading will be continued from the point of development reached in Grade 9.

FOR PUPILS WHO HAVE BEEN TRANSFERRED RATHER THAN PROMOTED TO A SECONDARY SCHOOL, THE COURSE IN ENGLISH WILL BE FOUND IN CURRICULUM RP 35, THE DIVERSIFIED OCCUPATIONAL PROGRAMME

THE ENGLISH COURSES OF THE ARTS AND SCIENCE BRANCH OR THE BUSINESS AND COMMERCE BRANCH MAY BE SELECTED IF PUPILS IN THE HOME ECONOMICS OR ART COURSES ARE TAUGHT SEPARATELY.

LIST OF PUBLISHERS

Catalogues

Boston-Baker,
(Distributors: Samuel French).

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New York, 18, New York.

Dramatic Publishing Co.,
179 North Michigan Ave.,
Chicago 1, Illinois.

Catalogues of Recordings

National Council, Teachers of English,
508 South 6th Street,
Champaign, Illinois.

Promenade Music Centre,
1435 Yonge Street,
Toronto, Ontario.

Sam, The Record Man,
347 Yonge Street,
Toronto, Ontario.

W. Schwann, Inc.,
137 Newburry Street,
Boston 16, Massachusetts.

Films

Audio-Visual Branch,
Department of Education,
559 Jarvis Street,
Toronto, Ontario.

The Canadian Film Institute,
1762 Carling Avenue,
Ottawa, Ontario.

The National Film Board,
1 Lombard Street,
Toronto, Ontario.

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